



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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.

North Monterey County Unified School District has leveraged the input provided by our school sites at School Site Council meetings, English Learner Advisory Committee meetings, student focus groups as well as our District stakeholder groups including our District English Learner Advisory Committee, our Migrant Parent Advisory Council, our District Parent Advisory Committee, and our LCAP Advisory Committee to develop our Expanded Learning Opportunities Grant Plan. In addition to meetings, we also conducted stakeholder group surveys in English and Spanish for parents/community members and students, as well as staff. In the surveys for each stakeholder group, we embedded questions pertaining to extending instructional learning time, supplemental instruction and supports; accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; integrated student supports to address other barriers to

learning; access to technology, internet, and other academic supports; supports for students who need to recover credits to graduate or meet the requirements for graduation; students supports to improve college eligibility; and staff training on strategies on how to engage students/families on social emotional health. We have also consulted with North County LULAC and hosted a focus group in Mixteco for our Mixteco-speaking community. In addition, we consulted with our staff who have specialized in expanded learning programs, social emotional well being, and behavioral health to design our plan. We received input from over 2500 individuals across our stakeholder groups.

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

In the 2020-2021 school year, all students in grades K-11 are assessed two to three times during the school year using Let's Go Learn in Language Arts and Math, which provides information on how students are performing in sub-skills in each of those content areas in addition to providing a grade level equivalent performance both in the sub-skills in ELA and Math, as well as overall. Those who need more intensive supports in Reading also use Lexia Core 5 and Power Up to assess and to monitor progress. At the elementary level, we use DESSA to identify students needing additional social emotional supports beyond Tier 1 and we use Suite 360 as a social emotional assessment screener for secondary students. We have also developed an MTSS model to ensure Tier I supports are provided to all students with specific data to identify students who require more focused support and regular monitoring through an MTSS team comprised of a site administrator, mental health therapist, social worker, school psychologist, the student's teacher, and members of our Social Emotional/Behavior support team. Due to 87% of our students belonging to one or more of the following groups: low-income, English learner, foster youth, homeless, or students with disabilities, we provide additional integrated students supports including meals, teletherapy, mental health counseling, behavioral intervention supports, and referral services according to student need as identified through the MTSS process. Due to the current COVID pandemic and some students not engaged regularly in school, we are currently conducting specialized outreach efforts to students who have not completed or shown up for assessments and are also exploring alternative paper/pencil options.

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

Letters and flyers will be sent in English and Spanish and one-on-one text messages and phone calls in English, Spanish, or Mixteco (depending on home language) will be made to each household that has students that need supplemental instruction and/or other integrated student supports. In addition, announcements are made during parenting series workshops and our Superintendent's Office creates videos distributed through our District app and our District Facebook page announcing our programs along with the integrated student supports available including meal programs, farm boxes, health, counseling, and mental health services, before and after school programs, programs to address student trauma and social emotional learning, and how to access referrals to services outside of our District.

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

The Director of Academic Intervention, Acceleration, and Expanded Learning will be responsible for developing, coordinating, and aligning opportunities including research-based literacy development, writing, math, and related interventions, academic extension/enrichment to be provided in a variety of settings to include before, during, and after school, Saturdays/intersessions, and summer. This Director will work in collaboration with the District and school site Multi-tiered System of Supports (MTSS) teams to determine learning gaps and pathways for academic success resulting in educational recovery and focus on academic progress and related intervention/acceleration using formative and summative assessments to gauge learning loss and inform corrective action. Each student will have a summary of learning needs developed by the end of the 2020-2021 school year comprised of the results from the Let's Go Learn assessments in Reading and Math along with additional information from the teacher(s) that identifies specific recommended next steps for each student. At the secondary level, in addition to Reading and Math, an argumentative writing sample with rubric will be

included and student grades of less than a C are monitored. All services delivered to students with disabilities will be delivered in accordance to each student's individualized education program.

Each MTSS team at each school site will have identified specific students who would greatly benefit from targeted and/or intensive supplemental instruction and/or services in academics, social emotional learning, and/or behavior, including students who are English Learners, students with disabilities, students who are homeless, and students who are foster youth based on assessments and student performance. Special outreach will be provided for these students' families to ensure they enroll in a summer session as well as in other expanded learning opportunities before school, after school, and during intersessions and Saturday academies. A Literacy Specialist focusing on Grade 4-12 students who are performing at two or more grade levels below, will coordinate and support staff in writing intervention plans for these identified students that are cohesive and align the instruction and supports across settings within school and beyond the regular school year instruction. Members within the Educational Services team will be responsible for training both certificated and classified staff in developing and implementing the plans as well as monitoring and reporting the progress of each student. The Expanded Learning Opportunities programs will include engaging and effective targeted instruction in academics as well as social emotional lessons, positive behavioral supports, and a plethora of fun enrichment activities including arts integration such as shadow puppetry and creative movement, sports, dance, art, and real world applications to help students fully engage and deepen their learning.

EXTENDING INSTRUCTIONAL LEARNING TIME

Extended instructional learning time beyond what is required for the school year will be provided through summer school sessions, before and after school programs, intersession and Saturday academies with a goal to align all programs with the school day/year. These programs will increase the amount of instructional time and services provided to students based on their learning and other supplemental support service needs. Programs include small group tutoring, comprehensive summer programs including enrichment, before and after school ASES, and boot camps. Additional supports required include training and hiring of classified instructional assistants, yard supervisors, campus supervisors, certificated teaching and administrative staff, Work Based Learning Specialist and Student Advisor to support the expansion of use of the College/Career Center, Special Education paraprofessionals and instructional assistants, regional transportation for after school to provide increased access to programs and athletics, and an expanded learning schedule block at the high school beyond the regular school day.

ACCELERATING PROGRESS TO CLOSE LEARNING GAPS THROUGH THE IMPLEMENTATION, EXPANSION, OR ENHANCEMENT OF LEARNING SUPPORTS

A systematic approach is being developed to ensure our District accelerates the progress of students to close learning gaps through the implementation, expansion, and enhancement of learning supports. Under the direction of the Director II of Learning and Student Readiness, the Director of Academic Intervention, Acceleration, and Expanded Learning is responsible for developing, coordinating, and aligning learning opportunities including research-based literacy development, writing, math, and related interventions. Working in collaboration with the District and school site Multi-tiered System of Supports (MTSS) teams, learning gaps and pathways for academic success will be determined to support the acceleration of progress. A Literacy Specialist focusing on Grade 4-12 students who are performing at two or more grade levels below, will coordinate and support staff in writing cohesive intervention plans for these identified students to ensure alignment of instruction and supports across settings within school and beyond the regular school year instruction. A Student Engagement Specialist will be responsible for maintaining the coordination, implementation, and support for all enrichment and academic support programs that occur within and beyond the regular school day, specifically to increase engagement of students outside of regularly scheduled courses and provide students with a variety of non-traditional learning opportunities.

Tutoring and other one-on-one or small group learning supports in specific content areas will be implemented by certificated and classified staff both within the regular classroom as well as beyond in after school settings. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both will be provided. Training for both certificated and classified staff in accelerated learning strategies, engagement, effectively addressing learning gaps, cultural responsiveness, and facilitating quality and engaging learning opportunities for all students will be provided. Individualized learning plans will be developed to identify areas in need of acceleration.

INTEGRATED STUDENT SUPPORTS TO ADDRESS OTHER BARRIERS TO LEARNING

Based on our stakeholder input and community needs, a wide range of integrated student supports to address other barriers to learning are needed. These needs include provision of health, counseling, mental health services, access to meal programs, before and after school programs, and programs to address student trauma and social emotional learning, as well as referrals to outside agencies for support for family and student needs.

As a result, we are continuing to provide meals and occasional Farm Boxes, which include fresh produce, Districtwide through our Community Eligibility Program; some health screenings, access to mobile health clinics through Salinas Valley Medical Center and Salud Para La Gente; school-based mental health therapists, psychologists with specific expertise and focus areas, psychologist interns, and school psychologists assigned to each school site with accessibility hours beyond the regular school day and in the summer; a Licensed Certified Social Worker, an additional counselor at the middle school, bilingual student intervention program assistants, translations support through our Bilingual clerks and additional bilingual classified staff; expanded communication methods such as BlackBoard Connect calls, flyers, and videos in English and Spanish; social emotional learning curriculum for each level; behavior technicians to provide and support psychologists in implementing schoolwide restorative practices before, during, and after school including Tier I preventative practices as well as to train and coach yard supervisors and campus monitors on these practices. Our Coordinator of Child Welfare, Homeless, and Foster Youth continues to leverage resources and provide much needed support for our Homeless, Foster Youth, and other students who are at risk of abuse, neglect, or exploitation.

Our Specialists (Literacy, English Learner, Biliteracy/Language Learner, Arts Integration/Educational Technology, Student Engagement, and Curriculum and Instruction) as well as our Site Assistant Principals/Administrators (English Learner and Biliteracy; Attendance; Program Evaluation, Data, Assessment; and Student Engagement) provide specialized guidance, training, and coordination and work in collaboration with our District and sites to help develop a comprehensive, engaging, rigorous, and equitable quality instructional program to ensure student engagement, acceleration and progress.

By integrating student engagement strategies such as Arts Integration and educational technology tools, students also learn to actively construct their knowledge and make connections across content areas to be able to fully apply their learning in new ways to their lives and future.

COMMUNITY LEARNING HUBS THAT PROVIDE STUDENTS WITH ACCESS TO TECHNOLOGY, HIGH-SPEED INTERNET, AND OTHER ACADEMIC SUPPORTS

Our District is providing hotspots, secure wifi connections in school site parking lots, staffing a technology helpline with extended hours, ensuring that campuses are accessible before/after school, and working with community organizations to identify and help families obtain low cost internet for their homes.

Support teams are being developed to help parents get to know our system, how to log in and access the parent portal, use email, read and understand progress reports and report cards, complete online registration, read and understand assessments, and connect with and be

more engaged as an empowered voice at the school site. This support will include Parent Community Ambassadors at each school site who will have scheduled times they will be available for parents to get help and ask questions.

SUPPORTS FOR CREDIT DEFICIENT STUDENTS TO COMPLETE GRADUATION OR GRADE PROMOTION REQUIREMENTS AND TO INCREASE OR IMPROVE STUDENTS' COLLEGE ELIGIBILITY

We are providing credit recovery sessions in the summer as well as during the regular school year in order to help students to complete graduation and/or grade promotion requirements in addition to increasing or improving students' college eligibility.

ADDITIONAL ACADEMIC SERVICES

Additional academic services include student intervention groups based on need with diagnostic assessments, progress monitoring based on student profile, and benchmark assessments. Student Intervention Program Assistants and support teachers will support intervention and acceleration for students by providing in-class support in addition to extensions. Progress monitoring is conducted by looking at Benchmark and Lexia data reports as well as sub skill assessments in Let's Go Learn in Language Arts and Math through a Multi Tiered System of Supports process.

TRAINING FOR SCHOOL STAFF ON STRATEGIES TO ENGAGE STUDENTS AND FAMILIES IN ADDRESSING STUDENTS' SOCIAL-EMOTIONAL HEALTH AND ACADEMIC NEEDS

Our Coordinator of Professional Development works closely with our District and school staff to coordinate, schedule, and facilitate the delivery of training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. This includes training on the use of Frontline, our professional development virtual platform, as well as trainings taking place synchronously online or in person, or asynchronously online through recording or self-directed modules.

Topics include trauma-informed practices, strategies to engage students and families in addressing students' social-emotional health needs and academic needs, suicide prevention, cultural relevance, assessments and curriculum programs, Achievement Teams, progress monitoring, mental health awareness, among many others.

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	\$1,616,124	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$796,621	
Integrated student supports to address other barriers to learning	\$195,944	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$612,919	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$355,014	
Additional academic services for students	\$419,013	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$592,015	
Total Funds to implement the Strategies	\$4,587,700	

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

North Monterey County Unified School District is braiding the ELO Grant funds with ESSER, GEER, and other federal and state funds in order to maximize the opportunities and support programs for our students and staff to include academic intervention before, during, and after school, as well as during breaks; providing technology access through the purchase and set up of hot spots, devices, and wireless infrastructure; supports for students that require acceleration to meet graduation or grade promotion requirements to increase or improve

students' college eligibility; additional academic services to ensure a cohesive and comprehensive intervention structure of support through a Multi-Tiered System of Support; and training for school staff on strategies to engage students and families in addressing students' social emotional health and academic needs. These funds will allow us to expand and enhance existing in-person services to ensure wraparound supports, and will be monitored jointly by our Superintendent's Office, our Business Office, and Educational Services Office staff.

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 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
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