

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.

Vallejo City Unified School District (VCUSD) staff worked to ensure that stakeholder meetings occurred with parents, teachers, staff, and community members to support the development of the Expanded Learning Opportunities Grant Plan. Specific invitations were sent out to District English Learner Advisory Committee members, parents, teachers, mental health support providers, psychologists, Academic Support Providers, counselors, and all district health staff. A presentation was completed at every stakeholder feedback meeting that reviewed the purpose, timeline, and the seven supplemental instruction and support strategies that could be funded using the in Expanded Learning Opportunities Grant. Stakeholders were provided the opportunity to provide feedback on the development of the Plan.

The stakeholder feedback meetings were held on April 15, 2021 for site administrators, April 20, 2021 for the District English Learner Advisory Council, April 22, 2021 for a Community Town Hall Meeting held in English and Spanish, April 26, 2021 for Vallejo City Unified School District (VCUSD) classroom teachers, April 27, 2021 for parents attending a weekly Parent Support Hour, April 27, 2021 for a Community Town Hall Meeting in English and Spanish, and April 28, 2021 for VCUSD support staff.

The feedback provided by stakeholder groups included valuable insights and recommendations. Listed below are the key themes that emerged from stakeholder engagement.

- The need for extending the academic school year.
- The need for additional support staff at sites.
- The need for academic intervention supports, including tutoring, before and after school programs, small group targeted instruction, and software programs such as Imagine Learning.

- The need for academic assessments to support teachers in order to identify student needs.

This feedback was used along with the feedback gathered from parents, community members, bargaining units, students, certificated staff, classified staff, and parent Council members (including School Site Councils, English Learner Advisory Councils and District English Learner Advisory Council) in over 35 meetings held in the fall and winter to inform the development of the 2021-2024 Local Control Accountability Plan (LCAP). A summary of this feedback surfaced the following needs:

- The need for extended learning time.
- The need for academic intervention supports.
- The need for mental health services.
- The need for enrichment activities to support the academic program.
- The need for additional teachers or para-professionals to lower the adult to student ratio.

Stakeholder engagement resulted in the selection of the following supplemental instruction and support strategies for inclusion in the VCUSD Expanded Learning Opportunities Grant Plan:

- Extending the 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 intersession instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
- Accelerating progress to close learning gaps through the expansion, or enhancement of learning supports.
- Integrating student supports to address other barriers to learning.

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

Student Identification and Assessment for Academic Needs

Students will be identified and their needs will be assessed for academic needs using universal, diagnostic and formative assessments regularly throughout the school year as well as during any summer or intersession programs. Students in transitional kindergarten and kindergarten will be assessed using the Education Software for Guiding Instruction (ESGI) assessment tool for literacy and mathematics. Students in grades 1 - 12 will be assessed using the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) assessment tool. These assessments will be used to gather baseline data on all students at the beginning of the year, measure academic growth throughout the year, and identify students' needs. These assessments will be administered in August, in the winter, and in the spring. Based on students' scores, they will participate in further diagnostic assessments to identify more individualized learning needs for small group or one on one instruction in alignment with the Vallejo City Unified School District's multi-tiered system of supports (MTSS). Interim formative, standards aligned, curriculum based assessments will be used to monitor student progress towards mastery of grade level standards.

Additional Assessments for Students with Individualized Educational Programs (IEPs)

Students with IEPs will be assessed using the assessment tools described in the previous paragraph when it is consistent with their IEP. These students are also assessed by their case managers, in collaboration with general education teachers when appropriate, on their progress in meeting IEP goals on a quarterly basis.

Student Identification and Assessment for Social-Emotional Needs

In order to assess the social and emotional needs of students, school psychologists and mental health support providers will participate in Student Care Team meetings, observe students across all campus settings, conduct student interviews, provide self assessment questionnaires, and gather data from the wellness centers on a weekly basis. Mental health support providers will conduct screenings using the social emotional learning curriculum, Kimochis, PAX the Good Behavior Game, and the Burns Depression Checklist. In addition, they will provide teachers with nomination forms in order to recommend students that would benefit from attending targeted groups such as: community circles, friendship groups, anger management, grief and loss, and social emotional learning lessons. School Psychologists will assess mental health needs by using the Adverse Childhood Experiences (ACE) assessment, the Behavioral and Emotional Rating Scale (BERS) , conducting student check-ins, parent interviews, and assessments through section 504 and special education. Furthermore, psychologists will use a referral process to assess students through group counseling in the areas of self awareness, self management, social awareness, relationship skills, and responsible decision making.

Student Identification and Assessment for other Integrated Student Supports

Students will be identified and their needs assessed for other integrated student supports through universal observations of students conducted by classroom teachers for students that demonstrate health, or any other needs not described above. Students will be referred to the Student Care Teams to determine the level of student need and the proper supports.

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

Parents and guardians of students needing supplemental instruction and support will be notified in their primary language in writing or verbally as appropriate. Bilingual staff are available to support in some languages. Additional languages are available through the Parent Square Application. For highly targeted or individual supports, site staff will provide individual outreach to parents by phone or in person. For supports that are available to a broader range of students with similar needs, communication modes will include messaging through Parent Square, email, social media, websites, or letters sent through the US mail.

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

This section will provide an overview of the VCUSD Plan to provide supplemental instruction and support to identified students in the three strategy areas using the Expanded Learning Opportunities Grant Funds. These three strategies were selected based on feedback gathered from stakeholders focused on the development of this plan and the Local Control Accountability Plan (LCAP) for 2021-2024, as well as a detailed assessment conducted aligned to student needs. The results of this needs assessment can be found in the Reflections section of the Vallejo City Unified School District's LCAP for 2021-2024 which will be published on July 1, 2021, and available on the VCUSD website. Funding for some of the strategies not being addressed in this plan, including Learning Hubs, credit deficiency, and staff training, has either been included within the three strategies selected or is included in plans for other funding sources.

For each strategy selected, a brief summary of the implementation plan is included. This is followed by a description of how services will be provided to students using the multi-tiered systems of support (MTSS) framework. This framework includes services that are universal and provided to all students, those that are targeted and provided to students with additional needs for support, and those that are intensive and provided to the students in need of very high levels of support. In general, the majority of students' needs will be met through the universal and targeted supports. Intensive supports are typically needed for 3% to 5% of the population.

Strategy 1: Extending instructional learning time to increase the amount of instructional time or services provided to students based on their learning needs.

Implementation of this strategy will require extending the work years for certificated and classified staff members with additional compensation, in order to provide more time for teaching, learning, and access to student support services. (Pending negotiations with bargaining units of impacted staff.) On a volunteer basis certificated and support staff will work additional days beyond the required work year to provide services during summer school and intersession programs.

Universal Services

- Additional days will be added to the student school year to provide extended learning time for all students

Targeted Services

- Summer school and intersession programs will be provided for students in need of extra supports, including but not limited to English Learners that are newcomers and are at the earliest levels of English language proficiency, English Learners not making annual progress in increased English Language proficiency, students with chronic absences and/or attendance gaps, students with credit deficiencies, and students not meeting grade level standards.
- After school programming

Intensive Services

- Extended School Year programming for students with Individualized Education Plans (IEPs)

Strategy 2: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, one on one tutoring and/or small group instruction, the use of learning recovery programs and materials, and professional learning for classified and certificated staff.

Implementation of this strategy will include the hiring of additional classified staff and certificated staff (if qualified candidates are available) to provide one on one tutoring and small group instruction, the purchase of learning recovery materials, contracting with vendors to provide enrichment programming aligned to academic curriculum and professional learning, and compensation for staff to participate in professional learning.

Universal Services

- Implementation of the VCUSD Instructional Priorities using the District adopted, common core standards aligned curriculum.
- Access to enrichment curriculum to enhance student engagement and learning aligned to core curriculum.
- Implementation of differentiated instruction through small groups and technology to provide for a range of learning needs.

Targeted Services

- Access to supplemental or district adopted curriculum developed to address learning acceleration and recovery in literacy and math
- Access to reduced teacher to student ratios for daily small group instruction or one on one tutoring
- Daily designated English Language Development by certificated staff
- Support from credit recovery programs
- Support from bilingual tutors

Intensive Services

- Daily one on one tutoring planned and supervised by certificated staff
- Implementation of Individualized Education Plan
- Implementation of Section 504 plan

Strategy 3: Integrated student supports to address other barriers to learning.

Implementation of this strategy will include the hiring of additional short-term personnel to provide additional supports for mental health services, social emotional learning, and family support services, in addition to professional learning for classified and certificated staff in this area. Partnerships will be strengthened and established with local agencies to provide services beyond the scope of what is available within VCUSD.

Universal Services

- Daily social emotional learning activities
- Participation in classroom positive behavior programs
- Access to enrichment and fitness activities to promote engagement and build student confidence

Targeted Services

- One on one or small group mental health counseling
- Family support referrals to other agencies
- Referral to Student Support Services Division for attendance support
- Counseling supports and tutoring aligned to needs of Foster Youth
- Supports aligned to needs of students experiencing homelessness

Intensive Supports

- Referral to specialized programs within or outside of VCUSD

The context for these services will be set within classrooms that provide engaging learning experiences in a positive school climate. This will be achieved through an intentional positive behavior program that will be implemented at each school site and in each classroom in alignment with the VCUSD Social Emotional Learning Guardrails. Within the instructional program across all subject areas there will be an emphasis on student voice and student collaboration in alignment with the VCUSD Instructional Priorities. Finally, there will be an increased level of enrichment programming aligned to current academic standards in order to promote student engagement through connection to student interests.

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	\$4,000,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,031,007	
Integrated student supports to address other barriers to learning	\$1,000,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs		
Total Funds to implement the Strategies	\$7,031,007	

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

Elementary and Secondary School Emergency Relief Funds received by the Vallejo City Unified School District are being used to extend implementation of the supplemental instruction and support strategies in the Expanded Learning Opportunities Grant Plan for up to an additional two years in order to accelerate learning, provide extended learning time, and provide integrated student supports. The funds will also be used to fund the implementation of additional supplemental instruction and support strategies.

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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