

# School of Unlimited Learning

## Expanded Learning Opportunities Grant Plan

Approved by the Fresno County Economic Opportunities Board of Commissioners on May 26, 2021

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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.

Throughout the 2020-2021 school year, SOUL has maintained frequent communication with all stakeholders, especially students, staff, and parents. In March 2021, all stakeholders were surveyed to help identify current program strengths, gaps, and needs. Data from student, parent, staff, and community partner surveys was collected and shared with all stakeholder groups at staff meetings, parent meetings, and the March 2021 Governing Council meeting. Data and recommendations from the surveys have been incorporated into this grant. All of SOUL students identified under one or more of the target groups required in this grant will be provided with individualized supplemental instruction and social/emotional support. The student needs are assessed through family and student counseling by case managers as well as NWEA scores and credit progress reported by teachers.

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

SOUL's comprehensive service delivery system is family-centered and designed to meet the needs of all students. At the time of new and continuing student registration, school staff meet with students and parents to identify need, both academic and personal, and identify school and community resources available to them. Students' social and emotional needs are assessed initially through the Case Managers, who work closely with teachers and other support staff to ensure that all students have the personal, academic, and emotional resources they need to successfully complete their studies. Case Managers and other SOUL support staff communicate regularly with parents to assess a variety of other needed resources such as health, counseling, or mental health services, access to school meals, additional tutoring or individualized instruction, or services that address students' social and emotional wellbeing. School staff support each student and family's needs through its referrals to comprehensive school, agency, and community resources.

Upon enrolling or at the beginning of the school year, each student is assessed in language arts and math through NWEA's Measures of Academic Progress (MAP). Students scoring below the standard upon enrolling will be given an individualized, prescriptive language arts and/or math curricula through Edgenuity's MyPath. NWEA's Measures of Academic Progress benchmark exams will be given three times per year to monitor student progress in language arts and math. Additional staff will provide instruction or personalized tutoring for identified students. All teachers will be provided student benchmark performance data, to which they will refer and provide students prescriptive resources, such as Edgenuity's MyPath and other resources to address learning loss in language and math. Teachers will receive training in CASSPP testing and review best practices for integrating language arts and math into all curriculum. A schoolwide effort will be centered on developing strategies to improve language arts and math literacy across the curriculum.

In coordination with the Guidance Dean, the Social/Emotional Intervention Specialist will oversee the support services, activities, and trainings/sessions for students and parents. The sessions are designed to address students' post-COVID social and emotional needs to assist them in removing barriers to academic and personal success and help them to adjust to the "resocialization" of school.

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

Regular contact is made throughout the year with parents. All parents and students will be informed via online meetings, personal phone calls, emails, and/or in-person meetings prior to the end of the 2020-2021 school year. SOUL has been providing a hybrid program with weekly in-person instruction for all students since September 2020. Parent meetings were increased to bi-weekly during the 2020-2021 school year to ensure that all parents had an opportunity to actively participate. Meetings were also conducted in parents' primary language to ensure that all parents have access to information and the ability to fully participate.

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

In preparation for the post-COVID 2021-2022 school year, SOUL has realigned its current resources to provide the supplemental instruction and supportive resources as defined by our stakeholders. SOUL's structure reflects a well-articulated multi-tiered system of support. Universal screening for all students is conducted upon enrollment or early in each school year, increasing levels of targeted support for those who are struggling. Integrated plans are developed by designated support staff in conjunction with teachers to address students' academic, behavioral, social, and emotional needs. Teachers employ the use of evidence-based strategies with credible measures of student performance in their instruction. Individualized instruction and tutorial services are provided when students are identified as struggling academically. Our schoolwide approach to student support includes teachers, counselors, support staff and other specialists, who work as a team when they assess students and plan interventions. Annual professional development plan identifies priorities in staff training that allow staff to deliver interventions and monitor progress effectively. SOUL promotes active family involvement so parents can understand the interventions and provide support at home. Both teachers and support staff carry out frequent monitoring of student progress so that staff can use this data to help decide if additional interventions are needed.

SOUL will provide greater flexibility in scheduling classes to increase student attendance and academic performance through more individualized direct instruction and increased one-on-one tutoring to more actively engage students in learning. The flexible scheduling model will extend instructional learning time by including skills labs designated for students who are deficient in math and reading, with a specific focus on EL students and those with special needs. Individualized tutoring will be provided to assist students who need additional support to pass their classes. Additional certificated and paraprofessional staff will provide instruction or personalized tutoring for identified students whose math skills fall below grade level. An additional math position will be added to provide individualized or small group instruction for students. A summer session will be offered to accommodate students who need additional credits to be able to graduate on time.

A Career Counselor will provide college readiness preparation for all 12<sup>th</sup> grade students and conduct career assessments for all 12<sup>th</sup> grade students on track to graduate. The Career Counselor serves as the primary liaison between the school and post-secondary institutions to assist with enrollment of SOUL graduates into a post-secondary school or program. An increased number of students will have access to career-oriented activities to assist in their preparation for college and careers. A college/career technician will monitor the progress of students who are most at risk of failing or dropping out of school. In order for students to reengage in learning, SOUL has identified a need to address the social and emotional well-being of all students, in particular, students with unique needs of special populations, many of whom have suffered from feelings of isolation, lack of motivation and depression. A Social/Emotional Intervention Specialist will assist in coordinating services and provide resources to help students and their families increase motivation and remove barriers to success. A Resource Specialist will identify, develop, and expand services for special student populations by establishing a close coordination of resources with agency and community partners. An Attendance and Home/School Liaison will oversee increased home-school communication efforts between all SOUL staff and SOUL parents and assist with the administration of the parent surveys in both English and Spanish. Moreover, the liaison will closely monitor student attendance and notify support staff and teachers of

students who are truant or need additional resources. As a program of Fresno Economic Opportunities Commission, SOUL has direct access to all agency resources, and has an extensive network of resources with many community agencies to provide services to students and families.

SOUL’s annual professional development plan will focus on the social and emotional wellbeing of students, support as students recover from learning loss, and additional supports to assist students in becoming successful learners. SOUL’s Coordinator of Instruction will oversee the development of the professional development plan and coordinate all teacher trainings, including learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

## 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	36,822	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	Incl	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	64,508	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	Incl	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	10,196	[Actual expenditures will be provided when available]

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Additional academic services for students	25,383	[Actual expenditures will be provided when available]
Training for students, parents, and school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	33,515	[Actual expenditures will be provided when available]
<b>Total Funds to implement the Strategies</b>	<b>\$ 170, 424</b>	[Actual expenditures will be provided when available]

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

ELO Grant funds are fully coordinated with SOUL's Elementary and Secondary School Emergency Relief Funds, the 2021-2024 Local Control and Accountability Plan, and the Comprehensive Support and Instruction Plan to provide resources to students based on identified needs from stakeholders (parents, students, staff, and community members) to implement realigned and increased programs and services to ensure student success. Consistent with ESSER II funding, ELO funding will focus on the effective implementation of a learning recovery program for SOUL's at-risk students, who are identified as to low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and credit-deficient students.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation, disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs. 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.
2. 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. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
3. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
4. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
5. 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 **MTSS Model**) 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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FAQs

<https://www.cde.ca.gov/ls/he/hn/covidreliefgrants.asp>

FAQs can be found here: <https://www.cde.ca.gov/ls/he/hn/covidgrantsfaqs.asp#elomain>