

# The School of Unlimited Learning Charter High School

# Learning Continuity and Attendance Plan

(Approved by SOUL Governing Council on September 8, 2020 and Fresno EOC Board of Commissioners on 09/30/2020  
(Revisions made on 11/03/2020)

## Introduction

Senate Bill 98, approved by Governor Newsom on 6.29.20, made several key changes to accountability requirements for 2020-21. These include the establishment of a new requirement – The Learning Continuity and Attendance Plan

The purpose of Learning Continuity and Attendance Plan (LCP) is to describe how the School of Unlimited Learning has addressed and will continue to address the impacts of COVID-19 and maintain continuity of student learning in the coming year. SOUL's LCP includes plans for:

- Providing distance learning and, when public health conditions allow, in-person instruction;
- Measuring student progress and participation and address learning loss;
- Providing supports for English learners, foster youth, homeless youth, students with unique needs, and low-income students;
- Ensuring access to devices and connectivity;
- Providing resources and supports to address student and staff mental health and social emotional well-being;
- Student and family engagement, as well as outreach to re-engage students who are absent, unengaged, or at risk of learning loss;
- Providing school meals for students during distance learning and in-person instruction;
- Increasing/improving services for English Learners, foster youth, homeless youth, and economically-disadvantaged students.

The School of Unlimited Learning anticipates receiving additional funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and associated funds. This includes \$49,088 from the Elementary and Secondary School Emergency Relief Fund (ESSER) and \$35,703 in Learning Loss Mitigation Funding (LLMF). LLMF dollars represent the total of funding from three sources: The Governor's Emergency Education Relief (GEER) fund, Coronavirus Relief (CR) fund, and the state's General Fund (GF). The School of Unlimited Learning also expects to receive \$311,525 in State Supplemental Grant Funding and \$342, 570 in Concentration Grant funding, some of which will be used to offset the COVID-related costs as outlined in this plan.

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# Learning Continuity and Attendance Plan (2020–21)

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## General Information

The COVID-19 pandemic has drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access, not just education, but all basic services as well. The pandemic has impacted SOUL families through widespread unemployment and increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been adversely affected by the physical separation from supports and services that are typically provided in-person at SOUL, such as personal and emotional health counseling, case management services, immediate referrals to services provided by Fresno EOC programs and community resources. Increased cases of depression have also been experienced by SOUL students due to the physical and social separation from the classroom and school community.

Whereas 70% of SOUL students learn through independent study, daily contact with SOUL classroom-based students has been disrupted.

SOUL's enrollment is predominately Hispanic, which comprise over 78% of the school's total enrollment. Other ethnic groups include African American (10%), White (8%), Asian (3%) and Native American (1%). Special populations enrolled at SOUL include 9% of students who receive Special Education services, 6% who are English Language Learners and 6% who are pregnant or parenting teens. An overwhelming majority of our students (96%) report family incomes that fall below the poverty line and are considered socio-economically disadvantaged by the State's definition.

SOUL has a significant population of at-risk students who have a history of truancy and social challenges. Over 60% of SOUL students are 11<sup>th</sup> and 12<sup>th</sup> graders who are significantly behind in credits due to a lack of resources necessary for their success. SOUL students are often characterized by the following:

- 90% have been identified as chronic truants
- 90% come from homes where the parent is unemployed or under employed
- 94% qualify for free and reduced meals
- 40% have parents that never completed high school
- 4% live in foster homes
- 8% are homeless

In developing the Learning Continuity and Attendance Plan, SOUL acknowledges the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color.

On Friday, July 17, 2020 Governor Newsom declared Fresno County as one of 36 counties on a "watch list" due to increased cases of COVID-19. Consequently, all schools in Fresno County will begin the year using solely remote instruction. No onsite academic instruction will be allowed in the immediate future. Likewise, SOUL has begun the year in a remote learning format with a comprehensive academic plan for each student. However, as soon as Fresno County is removed from the watch list, SOUL has adopted a plan for onsite instruction, in accordance with all the safety protocols required by state, regional, and local criteria.

SOUL is committed to providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of remote learning and implementation of flexible modes of instruction during this pandemic have afforded SOUL a unique opportunity to reexamine how to provide academic and support services in a different manner. SOUL is committed to ensuring that our students, parents, and community stakeholders will provide a comprehensive plan, with flexibility to allow students to thrive in 2020-21 and in the years to come.

## **Stakeholder Engagement**

Engaging in outreach through phone calls, surveys, and virtual meetings with stakeholders provide staff valuable input to guide our school's planning and development of our Learning Continuity and Attendance Plan. SOUL's efforts to solicit stakeholder feedback began in April, 2020, when it became apparent that schools would not reopen for the remainder of the year. Since then, stakeholder feedback has continued to the present. In April 2020, all parents were contacted by SOUL staff to determine the availability of devices and connectivity to the internet, since SOUL finished the year holding virtual classes with its students. Information regarding connectivity and devices was also gathered in person in early May 2020 when students came to campus to pick up their academic work. In addition to gathering student technology need information, SOUL staff also conducted "wellness checks" on every family.

In May 2020, SOUL developed a reintegration Plan, which was shared with staff, students, parents, Fresno EOC staff, and the SOUL Governing Council. The integration plan provided a timeline for reopening schools, delineated the implementation of COVID safety protocols, and included the need for additional purchases of online curriculum, devices and wireless hotspots to ensure that all students had full access to remote instruction. In June 2020, SOUL staff contacted all parents by phone to discuss with them a limited onsite learning model which would allow smaller groups of students to attend smaller classes, pursuant to social distancing and PPE requirements. Parents were informed through follow-up phone calls from SOUL staff of the change from the onsite instruction plan to remote learning subsequent to the Governor's mandate to offer exclusively remote learning for the beginning of the 2020-2021 school year. Many parents voiced concerns over their child's need for additional academic services, meals, counseling, and direct instruction.

In August 2020, SOUL shared its remote instruction plan for Fall 2020 with the Governing Council, Fresno EOC Board of Commissioners, school staff, students, and parents. SOUL staff also held three virtual parent meetings, one of which was the English Learning Advisory Committee (in

Spanish) to discuss the draft of SOUL’s Learning Continuity and Attendance Plan. Stakeholder input from its stakeholders have been addressed and incorporated into in this plan.

On September 8, 2020, a public hearing was held to gather final input from SOUL stakeholders. Following the public hearing, the LCP was presented at the SOUL Governing Council and the Fresno Economic Opportunities Commission Planning and Evaluation Committee for review and approval.

[A description of the options provided for remote participation in public meetings and public hearings.]

Since April 2020, SOUL has utilized RingCentral to conduct virtual meetings with all stakeholders. enabling remote participation by members and, where applicable, members of the public. A link for public hearings will be posted on the school website. In addition, Fresno EOC posts links for the public to access all Board and Committee meetings.

[A summary of the feedback provided by specific stakeholder groups.]

As previously stated, direct contact with parents and students, along with parent and student surveys denoted initial favorability with SOUL’s remote learning plan. Unlike other schools or districts, SOUL was successful in immediately providing academic work to students in March so that they would successfully complete their credits for Spring 2020. In fact, SOUL experienced it largest graduating class in its 22-year history. 100% of students completed work assignments in Spring 2020. After

[A description of the aspects of the Learning Continuity and attendance Plan that were influenced by specific stakeholder input.

On July 17, 2020, when it appeared inevitable that SOUL would begin the year using a remote instructional model, there was widespread concern among classroom based students and parents with respect to the lack of onsite instruction and daily student/teacher contact. Independent study students and parents, accustomed to once-per-week contact, did not express great concern about the remote learning issues. In subsequent meetings with parents and students, SOUL staff discovered a growing number of students suffering from depression, stress, and isolation brought about by the pandemic. Since the first week of the school year, SOUL staff contact has contacted every student and parent for feedback into the new school year. Overall, parents were satisfied with the schedule of daily learning activities and the one on one instruction with their child’s teachers. Initial login problems were resolved and students were able to access their curriculum and other online software to complete their weekly assignments. Some parents of previous classroom-based students requested an increase in “whole class” time, such as a weekly “homeroom” period where students could interact beyond academics. Parents also voiced concerns about having several children at home trying to engage in distance learning at the same time in limited space. Concerns expressed by SOUL’s Governing Council and Fresno EOC Board of Commissioners included the following:

- What is the dosage and duration of the online instruction with the students?
- Will there be a hybrid of asynchronous and live instruction?
- Did the SOUL teacher receive any training regarding effective virtual instruction?
- Is SOUL using a specific platform such as Canvass, Blackboard, etc.?
- Will the student receive meals during this period?
- How can we best support our special needs students?

All of the concerns and issues brought forth by stakeholders have been addressed in this plan

A description of aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

The specific stakeholder input received since April 2020 to the present has served to guide our Learning Continuity and Attendance Plan. Parent and student input through personal phone contact and surveys prioritized a need for SOUL to provide regular online contact with teachers; increased resources to address student emotional and social well-being; and if and when possible, to provide face-to face support and counseling at the school site. Community stakeholder and staff input has called for resources such as providing school meals, mental and personal counseling, and additional academic support for special populations, including English learners, special education, foster students, homeless students, and low-income student. Stakeholder input has influenced the following aspects of SOUL Learning Continuity and Attendance Plan: development of clear expectations for daily and weekly instruction, which include scheduled tutorial time, differentiated instruction for EL students, a virtual homeroom period once per week, and one to one virtual meetings with the student’s teacher of record. A learning hub will be available to students outside in the SOUL courtyard who need to come to campus for additional academic and non-academic support and counseling. Fresno County Health Department has agreed to allow special education students on campus one at a time to hold IEP meetings and discuss learning strategies with their teachers. In all cases, all established COVID 19 protocols will be strictly adhered to, including Plexiglas shields, masks, and social distancing. To support parents in providing assistance to their own child’s’ learning, SOUL’s remote learning plan includes specific expectations for weekly communication from SOUL staff to students and families. Ring Central links for live instruction, content to be taught, criteria by which student success will be measured, and a description of assignments and due dates. Ongoing communication with parents is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers and support staff are also expected to be available to students and family members outside of scheduled instructional time. Since parents need clear expectations of what they should expect from distance learning, SOUL parent meetings will now be held twice per month at two different times to accommodate maximum parent participation.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Through mid-July, SOUL was planning to begin the 2020-2021 school year by implementing a hybrid mode, with students spending portions of the day/week at the school site to receive in-person instruction and complete the remaining of their weekly learning in a remote setting with teacher support. Due to the complexity of assigning various subjects to students simultaneously, SOUL has incorporated its Independent Study model of assigning one class at a time to each student, with specific guidelines for successfully completing the course within a specific timeframe. This model has proven to be more successful with SOUL students over the years. For the parents of classroom-based students, direct instruction is a priority, as it provides meaningful interaction with teachers and helps to mitigate learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 17<sup>th</sup>, the Governor of California held a press

conference and declared that all schools on the COVID “watch list “would need to begin the 2020/2021 school year using a distance learning model since school sites would be closed. While current health conditions do not permit delivery of in-person instruction, SOUL is continuing to plan blended learning models so it will be prepared to bring students back as soon as it is safe to do so. SOUL will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
<p>To ensure that students, staff, and family entering the school site and staff working at the school site are minimizing the spread of respiratory droplets while on campus, the following equipment and supplies were purchased.</p> <ul style="list-style-type: none"> <li>• Personal Protective Equipment:</li> <li>• Face coverings for staff, student, parents, and anyone who needs one upon entering the school site;</li> <li>• Thermometers to screen temperatures of students or any non-staff member who visits the campus;</li> <li>• Gloves;</li> <li>• Hand Sanitizer which contains a minimum of 60% alcohol solution;</li> <li>• Handwashing Stations for locations where sink access is insufficient;</li> <li>• Disinfecting materials for routine use to disinfect high-touch surfaces;</li> <li>• Signage, Posters, and Floor Decals: Visual cues throughout the school site to maximize social distancing, help to direct traffic flow, minimize interactions between and among staff, students and parents, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.</li> </ul>	\$24681.3	Y
<ul style="list-style-type: none"> <li>• Plexiglas dividers to provide barriers at all staff desks where a minimum of six feet of social distancing is not possible.</li> </ul>	\$4995.75	Y
<b>Total</b>	<b>\$ 29,677.05</b>	

**Distance Learning Program**

**Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Each SOUL support staff member will be assigned a group of students, whom they will call the day before their assigned teacher appointment and the day after to determine whether students need additional resources, such as tutoring, to complete the assigned work. Support staff will call parents once every week to determine if parents are monitoring child's academic progress, identify family needs, and make referrals to community resources when needed.

Students with special needs (SPED) and English Learners (EL), along with their parents will receive additional weekly support from bilingual teachers and support staff. Academic support through modified or differentiated instruction will be provided by all teachers of SPED and EL students. Additional online resources, such as Listenwise, will be assigned to all EL students. Learning Hubs will be created for all students as needed for face-to-face assistance in an outdoor setting with appropriate PPE in place and following all State, county, and local safety guidelines.

All students will complete an NWEA pre-test in both ELA and Math during the first two weeks of instruction. These assessments are administered online in sessions scheduled by the assigned teacher for either individual or small group completion. These assessments are given three times per year to monitor student learning progress.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

SOUL anticipates that much of the 2020-2021 school year will be via distance learning. In anticipation of this inevitability, SOUL has prioritized access to devices and connectivity for all students. One week prior to the beginning of the school year, SOUL staff distributed student laptops and wireless hotspots to all students. A survey from Spring 2020 indicated that 80% of SOUL students lack sufficient technology to access online learning. To date, SOUL provided 150 computers and 150 routers/hotspots to students who do not have a device or internet access.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will have a minimum of one hour, one-on-one direct instruction and assessment each week with an assigned teacher via phone or video calls. During these meetings, teachers will review the online work the student has completed and will provide instruction on lessons that were not completed with an adequate grade. Teachers will review time spent online via Edgenuity reports and will review the Activity Log generated by the student. Collaboration Corner/discussion boards will be used to engage students and determine the overall level of learning that students have mastered during the week. Synchronous tutorial hours and classroom lessons will be offered throughout the week to encourage student participation and to provide additional assistance to students who prefer different modalities of learning to supplement the online curriculum.

Support staff will be assigned to each student for social/emotional support and monitoring. Students and parents will be contacted throughout the week to help students stay motivated, to encourage students to complete their work, to troubleshoot potential barriers to learning, and to help parents monitor and support student learning.



## Interim Assessments.

SOUL acutely recognizes the disproportionate impact of distance learning on English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth. To accurately assess learning status and monitor growth, SOUL utilizes NWEA's Measures of Academic Progress (MAP) assessments at the beginning of the year, mid-year, and in the Spring. The MAP Language Arts and Math assessments provide an accurate indicator of a student's academic success as determined by their reading and math fluency. Assessment results are used by teachers to provide intervention activities, such as Edgenuity's My Path curriculum, which generates an individualized, prescriptive learning path in language arts and math for all students functioning below grade level. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiated instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

SOUL has identified a clear need for staff, students and families to be trained in all aspects of distance learning, including basic keyboarding, accessing websites, Google classroom, and virtual parent meetings. SOUL's 2020-2021 professional development plan will focus on strategies needed to deliver high-quality distance learning instruction. To date, teachers have received training on how to navigate through the Edgenuity Core curriculum program, which includes the monitoring of student academic progress. Teachers have also been given additional training on using the NWEA Measures of Academic Progress to assess students remotely. Future trainings will include additional specific strategies to enhance student engagement and participation in online learning. Additional training will focus on engaging parents and families as partners in student learning. Ongoing Ring Central training will be held throughout the year to maximize virtual class sessions through the use of simultaneous breakout groups and student presentations during whole class instruction. Regular teacher collaboration plays a significant role in supporting the distance learning program and professional development. Ongoing professional learning will be offered throughout the school year to support achievement of SOUL's Charter and WASC goals.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers will work both onsite and remotely to provide academic instruction to SOUL students. Edgenuity's online curriculum will be used with all students. Teachers will utilize Google Docs and other online resources in addition to Edgenuity's core academic curriculum to share information, conduct assessments, and monitor student progress. SOUL students will be assigned one or two courses at a time, as opposed to overloading them with five subjects, which is counterproductive for remote learning. SOUL's instructional plan engages students five days per week, through personal phone calls, one-on-one virtual meetings and tutorials, and virtual whole class direct instruction using Ring Central.

Emails will be used to conduct weekly “progress checks. Students will be required to create and post their weekly work logs on School Pathways, SOUL’s student information system.

Each SOUL support staff member will be assigned a group of students, whom they will call the day before their assigned teacher appointment and the day after to determine whether students need additional resources, such as tutoring, to complete the assigned work. Support staff will call parents once every week to determine if parents are monitoring child’s academic progress, identify family needs, and make referrals when appropriate. Teachers are responsible for maintaining a weekly record documenting a student’s daily activities, both synchronous and asynchronous. All teachers and support staff will contact their student and parent/guardian on a regular basis to follow up on student progress and determine whatever needs a family may have.

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. SOUL’s guidance Counselor Coordinator, who is the liaison with Fresno Unified’s Special Education Department, will set up and attend virtual or face to face IEP meetings.

Recognizing a greater need for interaction with families during COVID, each SOUL staff member has been assigned a cohort of students and parents to contact at least once a week or more if necessary.

SOUL’s social work interns will work collaboratively under the direct supervision of SOUL’s Guidance Counselor Coordinator to participate in virtual and face-to-face counseling sessions with the students and their parents to address needed supportive services.

#### Instructional Minutes

The school’s distance learning model has necessitated that teachers closely monitor instructional minutes as well as student attendance for virtual class meetings.

A classroom-based student’s attendance is determined solely on being present or absent from class. Conversely, Independent Study student attendance is monitored by a weekly work log, which requires a parent signature. Parents assist in monitoring student daily work. In distance learning, teachers monitor student instruction in a variety of ways:

1. Submission of online Edgenuity assignments
2. Attendance in virtual classroom settings
3. Daily activity log that students submit on School Pathways, the school’s student information system
4. Required participation on Edgenuity discussion
5. Continued submission of Independent Study weekly work logs for all students.

Teachers are responsible for maintaining a weekly record documenting a student’s daily activities, both synchronous and asynchronous. All teachers and support staff will contact their students and parent/guardian on a regular basis to follow up on student progress and determine whatever needs a family may have.

### Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.].

SOUL fully understands that the school closure has had an impact on all students, and has disproportionately affected English learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth with the unanticipated, swift transition to remote learning. To address the impact of special population students, special needs (SPED), English Learners (EL) and their parents will receive additional weekly support from bilingual teachers and support staff. Academic support through modified or differentiated instruction will be provided by all teachers of SPED and EL students. Additional online resources, such as Listenwise, will be assigned to all EL students

Realizing that remote learning will be a challenge for many SOUL students, SOUL is exploring the implementation of a "Learning Hub" outside its facility to support students who need extra academic, social, and emotional support. The SOUL Learning Hub would be set up outside under canopies in SOUL’s backyard space to provide in-person tutoring and counseling where students could schedule time to receive additional assistance from a teacher or talk with support staff. SOUL would strictly adhere to all established COVID-19 protocols, such as masks, Plexiglas barriers, hand sanitizer (or gloves if preferred) and cleaning of surfaces between student contacts

### Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Whether the instructional delivery model is in-person or remote, students lacked sufficient technology to gain access to the curriculum. The following expenditures were made to address the lack of student devices and internet access.		
Devices: Purchase student laptops, licenses, other software, and materials made available for all students who need a device to access distance learning at home.	\$81,082	Y
Additional Technology to Support Distance Learning: Purchase of student Wi-Fi hotspots and laptops/devices for staff.	\$26,868	Y
Online Curriculum: Purchase of Edgenuity online curriculum site license.	\$18,000	Y
Communication with Students/Parents: Purchase of Ring Central accounts for all staff.	\$3,597	Y

## **Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Throughout the year, regular benchmark assessments in both ELA and Math will allow teachers at SOUL to monitor student learning on an ongoing basis, and identify the rate at which they are making progress toward regaining their learning loss. As previously stated, NWEA's Measures of Academic Progress (MAP) are administered to all students at the beginning of the year, mid-year, and in the spring. The ELA and Math assessments provide an accurate indicator of a student's academic success as determined by their reading and math fluency. Assessment results are used by teachers first to determine how much students are recouping their learning loss and then to provide intervention activities, such as Edgenuity's My Path curriculum, which generates an individualized, prescriptive learning path in language arts and math for all students functioning below grade level. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. All teachers have scheduled tutorial hours to provide, online or face-to-face to provide additional resources to students who are struggling.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means to address student learning loss is through direct instruction. Students are assigned core-curriculum through Edgenuity's standards-aligned, UC approved online curriculum, which can prove challenging to students. Mirroring our Independent Study instructional model, every student has been scheduled an hour of one-to-one instruction with their teacher each week to address learning needs. When possible, students can attend a face-to-face learning hub session in the back courtyard of the school, utilizing all COVID protocols to maintain a safe learning environment. Teachers provide students intervention instruction when needed. One additional teacher is assigned to special population students to oversee intervention strategies and student progress.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be monitored throughout the year. Ongoing assessments of student progress will include quarterly benchmark assessments for Math and ELA, successful completion of coursework, participation in all online classes, attendance at tutorials, progress in intervention instruction, and increases in MAP scores.

**Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
NWEA Measures of Academic Progress (MAP)	\$2,448	Y
Edgenuity’s My Path Intervention Prescriptive Curriculum (included in Edgenuity site License)	Incl.	Y

**Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

SOUL has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students. To effectively support the social and emotional well-being of students and staff during the school year, a myriad of services has been put into place. Teachers maintain near daily contact with students and address academic and non-academic needs. All teachers have been trained in the Success for Life curriculum over the past four years, and make referrals to our Guidance Counselor Coordinator for additional assistance to students who suffer from COVID-related depression, stress, isolation, or anxiety. Once per week, a special hour is designated as a homeroom where students check in and discuss nonacademic topics. This provides many students the needed socialization and interaction with other students that is not available to them during the school closure. By prioritizing student safety and managing stress, teacher and support staff can support the well-being and long-term academic success of students. SOUL has discovered that frequent contact with parents and students (being available, listening compassionately) helps to mitigate feelings of isolation and depression. Each teacher has a daily checklist which provides students needed routines and structure. Through weekly phone calls to parents, SOUL staff functions as a vital support system and facilitates further two-way communication. Ongoing conversations with students about healthy sleeping, eating, and exercise contribute to more positive mental health. Weekly staff meetings and daily communication among staff contributes to positive emotional and social well-being. SOUL staff has always worked as a team in all of its activities. It is one of the strengths of the school. Positive teamwork contributes to positive emotional health and social well-being.

**Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

SOUL relies on parents as major stakeholders, engaging them in meaningful and valuable dialogs about their children’s learning experiences at home, as well as their family situation. Weekly “wellness check” calls to parents provide valuable feedback on how their children are progressing at home. SOUL’s family-centered approach focuses on the family’s personal/mental health, nutritional and other needs. SOUL staff make referrals to resources within Fresno EOC or the community to address the needs. SOUL social work interns are available to follow up with families, and support staff set up virtual meetings or phone calls with students. SOUL administration has scheduled three parent meetings per month, two in English and one in Spanish, to accommodate parents’ schedules and to maximize parent participation.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

SOUL offers free meals to all students. Once per week, a designated time is set aside for students and their parents to pick up at the school site a week’s worth of meals, which include both breakfast and lunch. Each week, support staff checks with parents to determine who plans to pick up the meals. In cases where transportation is not possible or parents are working, SOUL staff can deliver the meals to the student’s home. Although SOUL students reside in more than 17 zip codes throughout the Fresno Metropolitan area, the food pickups are consistent and appreciated by all parents and students. It also provides SOUL staff a brief moment to interact with both student and parent as they drive up to receive their meal.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures. Includes outdoor canopies and PPE devices to distribute meals	\$2,100	Y
Mental Health and Social and Emotional Well-Being	Maintain existing staffing to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Existing staff will also address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic.	\$270,000	Y

Pupil and Family Engagement and Outreach	<p>Maintain existing staffing to support total parent engagement. Provide outreach to unreachable or unmotivated students.</p> <p>Use Ring Central to hold virtual synchronous classes, parent meetings, tutorial services, and personal counseling. Outdoor canopies and PPE devices (including Plexiglas shields) will be used to hold face-to face counseling or other parent/student meetings.</p>	\$250,000  Incl.	Y
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## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
41.23%	\$ 654,095

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

SOUL Students who receive accommodations through a 504 Plan will be supported by their assigned teacher. Accommodations that are needed to support the student’s education through distance learning will be provided to the student and parents, as needed, by the teachers and support staff. 504 Plans will be reviewed and updated, as appropriate, when school re-opens, or as requested by a parent/guardian.

Students who receive special education services will continue to receive their designated IEP supports, modifications and accommodations. Consultation services will be seamlessly provided through Fresno Unified, with IEP meetings to be conducted virtually and assessments to be completed in person following the CDC guidelines. Access to a school psychologist will be available on an as needed basis to support the students who have social/emotional obstacles creating barriers to learning due to the school closure. When school resumes normal operations, the IEP team will consider the impact of the school closure on each student and whether an updated IEP is warranted due to a decline in student skills or lack of progress, such revisions will be made.

English Language Learners (ELs) will continue to receive academic support from their assigned teacher. This support will be individualized to meet the needs of the student, based on the ELPAC assessment data that has been recorded, as well as previous classroom performance, and

teacher input. Additionally, a designated teacher will be assigned to provide supplemental support to the EL students in the areas of reading, writing, listening, and speaking through online learning activities and virtual or in-person tutoring on a weekly basis. The two teachers, along with a case manager will provide support to students and their families by phone or virtual video sessions.

Foster and homeless youth are assigned to a mentor/case manager who maintains consistent communication with the student. Ongoing assessments of the student's living situation helps ensure that a lack of resources does not become a barrier to learning. Food distributions, mentoring, community referrals and emergency shelters are utilized to enhance the academic success of foster and homeless youth as well as providing a consistent, positive connection outside of their often unstable living situation.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Over 94% of all SOUL students are either English language learners, foster youth, homeless, or low income. SOUL's comprehensive service delivery system is designed to meet the needs of all students. Additional resources for English language learner include additional teacher support to provide increased intervention activities to ensure that students have the support they need to successfully complete their required and elective courses. Additional services for foster youth, homeless youth and low income students and families have been described above and include increased outreach to all families through weekly phone calls, additional parent meetings, and increased referrals to community resources,