

School of Unlimited Learning

School Plan for Student Achievement (SPSA) 2020-2021

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
School of Unlimited Learning Charter School	10621661030642	October 13, 2020	October 28, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The School of Unlimited Learning operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the school’s Governing Council. The SPSA is aligned with the school goals for improving student achievement. In prior years, the School of Unlimited Learning (SOUL) utilized its Local Control and Accountability Plan (LCAP) as its Single Plan for Student Achievement (SPSA). The LCAP was suspended for the 2020-2021 school year. Thus, SOUL has adopted an SPSA, whose purpose is to address schoolwide issues in alignment with SOUL’s Learning Continuity and Attendance Plan (LCP), as well as its WASC and charter goals in helping all students be successful learners and become adequately prepared for college and career readiness.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

SOUL’s 2020-2021 Single Plan for Student Achievement includes strategies for the following

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was created in close alignment with SOUL's Learning Continuity and Attendance Plan. Engaging in outreach through phone calls, surveys, and virtual meetings with stakeholders provided valuable input to guide the planning and development of our Learning Continuity and Attendance Plan and subsequently the SPSA. 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, regular stakeholder feedback has continued to the present.

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 small groups of students to attend on-campus classes, pursuant to social distancing and PPE requirements.

In planning for the unpredictable school year parent and student surveys, phone contacts, and virtual meetings were conducted in May 2020 and August 2020 to address the following:

- Increasing student reading and math levels;
- Increasing school graduation rate;
- Increasing connectedness and motivation for academic success;
- Increasing exposure to career education opportunities;
- Increasing active parent engagement and participation.

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 remote learning exclusively 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. Other issues addressed were the following:

- Need for student connectivity and devices;
- Student mental health and social emotional well-being;
- Student nutritional needs (i.e. participation in SOUL weekly meal distributions);
- Increased Individualized services for English Learners, foster youth, homeless youth, and economically-disadvantaged students

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 has been addressed and incorporated into this plan.

A draft of the Learning Continuity and Attendance Plan was reviewed by the following stakeholder groups for input:

- Parent Meeting (September 21, 2020)
- SOUL ELAC Meeting (October 6, 2020)
- SOUL Governing Council (October 13, 2020)

The SPSA will be presented to the SOUL Governing Council on October 13, 2020 and will be submitted for final approval to the Fresno Economic Opportunities Commission Board of Commissioners on October 28, 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

SOUL was a school identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act. In SOUL's 2019-2020 LCAP, the first steps in the development of its CSI plan were to examine the LCAP goal of creating greater student access to post-secondary opportunities by increasing school graduation rate. (Increased graduation rate is also a goal of SOUL's charter and WASC Action Plan). A needs assessment was conducted by reviewing the graduation rate set by the California Department of Education, as well as SOUL's internal graduation rate. An examination of student enrollment over the past five years revealed that nearly 95% of students who enroll at SOUL are credit deficient. Nearly half of all SOUL students are 12th graders. Further analysis revealed that despite recent gains, SOUL's graduation rate is hampered by large numbers of these severely deficient 12th grade students who do not graduate in their 12th grade year and thus deemed "non-completers". For all seniors, credit recovery is critical to obtaining a high school diploma. Findings were shared with staff, students, parents, and community members at staff meetings, Governing Council Meetings, and student and parent meetings. Based on the analysis of data, it was determined that case managers would continue to be assigned to work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, case managers work closely with teachers and with other support staff, such as the guidance dean to ensure that the seniors have the resources they need to successfully complete their studies. All 12th grade students have a personal learning plan which identifies a timeline for graduation and the resources they need to successfully complete their studies online. Since mid-September 2020, face to face tutoring has been made available to assist students who need additional help to pass their classes. SOUL's Career Counselor provides college readiness preparation for all 12th grade students on track to graduate. Evidence-based interventions included the adoption of credit-recovery options to allow students greater opportunities to complete their requirements for graduation. Based on credit deficiency data, coupled with graduation/dropout data from CALPADS, students are provided more intervention resources and support to recover credits to graduate.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Improve Student Academic Performance and College and Career Readiness by Increasing Reading and Math Levels of all SOUL Students.

Identified Need

Nearly 80% of all students who enroll in SOUL are severely skill deficient in math and/or reading. Over the past five years, based on NWEA's Measures of Academic Progress tests in language arts and math the average entry reading level for SOUL students has been a 6.5 grade level, whereas the math level averages a 5.5 grade level. Close monitoring of student reading and math levels will provide SOUL ongoing data regarding student achievement and will assist in determining intervention needs. The CAASPP 2018/2019 Smarter Balanced Test results revealed that 16 percent of SOUL students met or exceeded the standard in Language Arts/Literacy and less than 2 percent of students met or exceeded the standard in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Math	NWEA Testing was suspended in March 2020 due to the school site closure as a result of Corona virus. Performance criteria was incomplete due to the lack of Spring testing.	20% to demonstrate progress toward meeting State standard for all subgroups.
NWEA MAP Reading	NWEA Testing was suspended in March 2020 due to the school site closure as a result of Corona virus. Performance criteria was incomplete due to the lack of Spring testing.	40% to demonstrate progress toward meeting State standard for all subgroups .
SBAC Testing	Suspended for 2020-2021	Suspended for 2020-2021

Strategy/Activity for Goal 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The 2020-2021 school year began exclusively as a distance learning model with a comprehensive academic plan for each student. All students were issued a student laptop and Wi-Fi hotspot to ensure access to online instruction. For the first six weeks of the Fall semester, teachers worked remotely to provide academic instruction to SOUL students through Edgenuity's online curriculum. In addition, teachers administered NWEA's Measures of Academic Progress during a virtual class using a Ring Central account to communicate with both students and parents. All students will take the NWEA MAP tests in math and reading a total of three times per year. The MAP testing will determine to what extent students are making progress throughout the year. Students needing additional support are able to schedule tutorial time with their teachers. Since mid-September 2020, schools in Fresno County have been allowed to meet with small cohorts of students for tutorial and instructional services. Since then, over 35% of all SOUL students have met with their teachers face to face under strict COVID 19 protocols. If and when Fresno County is removed from the State watch list, students will be given the option of limited classroom-based instruction, where their progress will be closely monitored by their teachers. Special Needs (SPED) and 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 to increase their reading and math skills. All core curriculum teachers will continue to receive professional development and continued training in common core/differentiated instruction, reflective lesson planning and curriculum development. Annual professional development plans will reflect school efforts to enhance common core instruction and student performance. SOUL's Professional Development Plan will prioritize effective strategies for remote learning and assisting EL students within a distance learning model.

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. Targeted support can be provided when a student demonstrates significant gaps in a specific skill or cluster of skills. All teachers have scheduled tutorial hours, online or face-to-face to provide additional resources to students who are struggling.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$49,088	CARES (ESSER)
\$35,703	LLMF
\$183,000	LCFF Local Control Funding Formula) (General Fund Unrestricted-Certificated Salaries)
\$34,000	Title I, Part A
174,000	ESSA CSI

Goal 2

Create Greater Student Access to Post-Secondary Opportunities by Increasing School Graduation Rate

Identified Need

Approximately 95% of students who enroll at SOUL are credit deficient. Nearly half of all SOUL students are 12th graders. Despite recent gains, SOUL's graduation rate is hampered by large numbers of severely deficient 12th grade students who do not graduate in their fourth year of high school and are thus deemed "non-completers". For all seniors, credit recovery is critical to obtaining a high school diploma. Students will be provided more intervention resources and support to recover credits to graduate. SOUL's 2018/2019 5-year Cohort Graduation Rate was 48.7%. SOUL has met its target graduation rate since the 2011/2012 school year. SOUL will continue to set as its goal to meet or exceed its graduation an annual basis. Using the last reported Cohort Dropout Rate 2016/2017 of 20.7% as a baseline, SOUL's dropout rate will decrease by 5% per year. SOUL's internal graduation rate in 2020 was 95%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State of California Annual Minimum Graduation Rate for School	Target School Graduation Rate set by State of California	Meet or Exceed Target School Graduation Rate set by State of California.
CDE Cohort Dropout Rate	2016/2017 Cohort Dropout Rate 20.7%	15% for all subgroups
School Internal Graduation Rate	2019/2020 Internal Graduation Rate of 95%	95% for all subgroups

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity for Goal 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Case managers have been assigned to work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, they will work closely with teachers and with other support staff to ensure that the seniors have the resources they need to successfully complete their studies.

All 12th grade students will have a personal learning plan which identifies a timeline for graduation and the resources they need to successfully complete their studies. A Career Counselor provides college readiness preparation for all 12th grade students, conducts career assessments for all 12 grade students on track to graduate, assists with resume preparation, and serves as the primary liaison between the school and post-secondary institutions to assist with enrollment of SOUL graduates into post-secondary schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$150,000

LCFF Concentration/Supplemental/
Title I

Goal 3

SOUL students will demonstrate increased connectedness and motivation for academic success during and beyond their high school experience through increased attendance and greater exposure to career education opportunities.

Identified Need

School data has revealed a strong correlation between student connectedness and positive attendance and behavior. Gains in student participation in extracurricular activities and community service projects have been significantly compromised by the COVID-19 school site closures. SOUL continues to struggle with lower than average ADA to enrollment, as well as a higher than average number of student suspensions. SOUL will collect, analyze, and evaluate student attendance data on an annual basis and make recommendations for program changes to improve student attendance and positive behaviors.

The majority of SOUL students are considered high-risk of dropping out of school due to past history of truancy and poor academic achievement. In order to help students, become successful academic learners, it is essential to help them remove non-academic barriers, such as depression, gang affiliation, substance abuse, domestic violence issues, and, in the case of COVID 19, isolation and lack of motivation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ADA to Enrollment	90%	90% for all subgroups
2018/19 SARC Suspension Rate	<6%	<6% for all subgroups
2018/19 Expulsion Rate	<2%	<2%
CCE Courses	6 courses	Additional CCE course development has been suspended during COVID

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity for Goal 3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Due to the COVID 19 school closures, all students began the 2020-2021 school year in a distance learning mode. As Fresno County lifts onsite restrictions SOUL will continue to seek ways to expand instructional deliveries to increase student interest and learning. To encourage a higher level of engagement for all students, once the countywide restrictions are lifted and allow students to attend onsite instruction, SOUL will offer three options: distance learning, Independent Study (one hour per week on campus) and onsite learning (two days per week). The 2020-2021 schedule will include additional skill development for English language learners and special needs students. SOUL will assign Case Managers to all students, grades 9- 12 to provide resources that assist students in removing barriers to attendance and academic success.

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, teachers 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 provides their students with a schedule to 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 wellbeing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 205,000	LCFF Base (General Fund Unrestricted: Classified Salaries = \$170,000, Certificated Salaries= \$25,000 Title 1= 10,000

Goal 4

Increase Student Success through Active Parent Participation, Involvement, and Engagement.

Identified Need

Typically, parents of at-risk high-school age students do not actively participate in their child’s school activities. SOUL has developed an annual parent involvement plan which encourages parents to attend scheduled meetings and activities throughout the year. Parent attendance data collected from parent meetings, counselor meetings, and schoolwide events in which parents are requested to attend have traditionally revealed a high percentage of parents who do not regularly attend school functions, despite frequent parent contact by teachers and staff, as well as occasional home visits. Increased efforts must be made to involve and engage parents in their children’s education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Meeting Attendance	100% for all subgroups	100% for all subgroups
Parent Survey	Greater than 80% satisfaction for all subgroups	Greater than 80% satisfaction for all subgroups

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity for Goal 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SOUL relies on parents as major stakeholders, engaging them in meaningful and valuable dialogs about their children's learning experiences, as well as the social and emotional wellbeing of the family. 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. During the 2020-2021 school year, 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.

Due to COVID 19, on campus parent meetings have been replaced by virtual parent meetings. To encourage greater parent participation, SOUL administration has scheduled three parent meetings per month, two in English and one in Spanish, to accommodate parents' schedules and to maximize parent availability.

Parents will be surveyed at least three times per year: in the fall, at the beginning of the second semester, and at the end of the school year to gather their input as to how to increase parent engagement.

SOUL support staff engage in virtual meeting check-ins and phone calls throughout the week with both parents and students. SOUL's social work interns 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$65,000

LCFF Concentration & Supplemental
 General Fund – Unrestricted (Classified Salaries) = \$45,000
 Title 1= \$20,00

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 75,035
Total Federal Funds Provided to the School from the LEA for CSI	\$ 170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 895,791

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$57,212
Title II	\$ 6,366
Title III	\$ 1,487
Title IV	\$10,000
CARES Act (ESSER) Funding	\$49,088

Subtotal of additional federal funds included for this school: **\$ 75,035**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

Learning Loss Mitigation Funding, CRF, and GEER Funding	\$35,703
CSI Funding	\$170,123
LCFF Concentration and Supplemental Funding	\$654,095

Subtotal of state or local funds included for this school: **\$ 859,949**

Total of federal, state, and/or local funds for this school: **\$ 984,102**