

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

School of Unlimited Learning Charter High

CDS code:

10621661030642

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A, Title II, Part A, Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The School of Unlimited Learning (SOUL) was established to serve youth who were at risk of dropping out of high school. Students attending SOUL receive the extra, individual attention they need to succeed. What we found is that when we spend a little more time with these students, we see their true nature and desire to achieve. We find that our students are eager to learn; hungry for knowledge, generous in nature and that they truly want to make a positive impact in their neighborhoods and community. The majority of SOUL students resides in economically depressed areas within the Fresno metropolitan area and is at risk of dropping out of high school. Most targeted youth have a history of low academic achievement due primarily to poor attendance in their previous schools and enter SOUL severely academically deficient. A review of their scholastic career typically reveals a failure to benefit from available support services in the traditional school system, and a possible need for more comprehensive social services. Title I funds are utilized exclusively to provide direct academic and support services for SOUL's disadvantaged youth, which composes 93% of its total enrollment.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The alignment of federal funds with those provided by state funds provides personnel and resources to serve severely academically skill deficient disadvantaged students

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The School of Unlimited Learning has been an asset to the Fresno community in serving at-risk youth for nearly 20 years. SOUL's target population can be largely defined as students who are habitually truant, severely credit deficient, pregnant or parenting, or part of the juvenile justice system and at risk of dropping out of school. Upon enrolling more than 90% of SOUL students have been identified as chronic truants. Nearly 50% of SOUL's enrollment consists of 12th grade students, the majority of whom have been previously enrolled in three or more high schools. Over 75% of all SOUL students are 11th and 12th graders who are significantly behind in credits due to past patterns of truancy. SOUL students often lack access to basic health services and are lacking life skills that prepare them to be self-reliant in today's economy. Most SOUL students live in low-income neighborhoods with high incidents of gang and criminal activity. Many students come from homes plagued by substance abuse, domestic violence, and neglect.

SOUL offers a classroom-based program and an Independent Study program. Both the classroom-based and Independent Study programs offer the same rigorous academic, standards-based curriculum, as well as supportive services, such as case management, mental health counseling, and access to extra-curricular activities. A majority of the students who enroll in either program are credit deficient and at risk of dropping out of school.

Most students who enroll at SOUL arrive having lacked a connection to the traditional high school setting, leaving them unmotivated and at risk of dropping out. To address this, SOUL has developed a more diagnostic approach to providing intervention and support services to its students. In addition to the aforementioned intervention strategies dealing with a student's academic needs, special resources are made available to address the student's personal, social, mental, emotional, and in some cases, physical needs.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

SOUL's suspension rate has decreased steadily for the past three years. The implementation of a Restorative Justice Discipline model initiated in 2014 has resulted in decreased suspensions and an increase in alternatives to suspensions, such as mandatory parent/student counseling and parent meetings. The School of Unlimited Learning works to provide positive corrective measures through its In-school Suspension Community Service Program. Prior to the implementation of more serious disciplinary actions, students are given the opportunity to perform community service as a disciplinary course of action that results in positive community interaction. It is important to keep in mind that many of the students who enroll at SOUL have had a prior history of defiance and disruption at their previous schools. Some have been expelled from traditional schools and/or previously incarcerated for offenses such as fighting, theft, possession of illegal substances and weapons, and gang activity. For the past two years, SOUL has contracted with a local counseling center to provide Success for Life Training to SOUL students. Students and staff meet weekly in a group setting, and in addition, individual coaching sessions are available upon request. Through the year, students and staff learn the power of creating a life vision and explore the dynamics of the action steps necessary to translate vision into action. Students and staff build partnerships with one another while students practice goal-setting by imagining their lives in the short term and begin to build the foundation for their future. The support of partnerships is invaluable for success. Learning how to work as a team helps with developing social skills and communication skills, and has proven to have a positive impact in the classroom. The implementation of the Success for Life Program has strongly correlated with a drop in suspensions.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

If students are to succeed beyond high school, they must see the value in continuing their education, as well as possess the knowledge of career choices for the future. Over the past three years, SOUL has made strides with

respect to preparing students to become viable participants in a developing workforce. SOUL students ages 16 and over are offered the opportunity to participate in courses that allow them to explore potential careers. Over the past three years, SOUL expanded its career courses to more actively engage students by providing them access to career training. In addition to the numerous extra-curricular opportunities provided at SOUL, there are a variety of co-curricular options that offer students the opportunity to explore skills and interests that could potentially lead to future employment and career choices

Since 2014, SOUL has begun aligning its program with the efforts of other Fresno Economic Opportunity Commission programs in a collaborative fashion aimed at workforce preparation opportunities for SOUL students. During the 2015/2016 school year, over 15 percent of SOUL students participated in the All Youth, One System program through Fresno EOC's Employment and Training program. Fresno EOC offers paid internships to college-bound SOUL graduates through its Graduate Work Study Program. During the summer of 2017, the paid summer internship program was extended to ten SOUL undergraduates, allowing them to gain invaluable paid work experience to better prepare them for their senior year and beyond. Fresno EOC's Strategic Initiative for Education recognizes that through collaboration, SOUL can advance quality education and training to empower students and their families. Likewise, Fresno EOC's Strategic Initiative for Job Readiness calls for collaboration to create an alternative education environment that prepares individuals with job skills for careers aligned with market demands. SOUL's expanding Career Academy has increased job readiness skills to high school youth by actively engaging them in career preparation and training.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

Title IIA funds are used exclusively to support SOUL's professional Development efforts. Consistent with priorities 2, 4, 7, and 8 of SOUL's LCAP and Goal 1 of SOUL's WASC Action Plan, SOUL assesses student achievement goals to ensure that curriculum and instruction are aligned to student needs, and that all programs are fully supported, staffed, monitored, and evaluated. The school refines its Common Core curriculum and instructional delivery through an annual professional development plan. All SOUL teachers receive professional development in Common Core training on an annual basis to ensure that their lessons fully incorporate core, literacy, and ELD standards. All students, including EL students and students with special needs, will have full access to core, literacy, and ELD standards. SOUL's annual professional development plan includes multiple English learner strategies and plans for successful implementation and incorporation into daily instruction.

During the past five years, SOUL's leadership team has provided a well-defined vision and focus for increased student achievement. SOUL's continuous program improvement plan calls for annual staff training to assist teachers in delivering a relevant, Common Core standards-based curriculum using instructional practices that engage all students. Through its professional development efforts, SOUL has refined its commitment to instructional effectiveness by assisting teachers in identifying gaps in pedagogical skills and knowledge to better meet student academic needs and charter goals. The school will refine its Common Core curriculum and instructional delivery through an annual professional development plan. All SOUL teachers will continue to receive professional development in Common Core training on an annual basis to ensure that their lessons fully incorporate core, literacy, and ELD standards. All students, including EL students and students with special

needs, will have full access to core, literacy, and ELD standards. A well-crafted and relevant professional development plan will continue to ensure that high quality common core instruction is evident in all classrooms by assisting teachers to seek the most effective ways to meet the academic needs of their students. SOUL's reflective lesson planning incorporates core, literacy, and ELD standards in each unit of study, incorporating differentiated instructional approaches for English Learners. SOUL efforts to align its curriculum and instruction delivery ensure that all SOUL students have access to the Common Core State Standards, literacy standards, and ELD standards. SOUL continues to receive professional development ELD training through Fresno Unified's English Learner Services' Office. SOUL, which is fully accredited by the Western Association of Schools and Colleges (WASC), is actively committed to a continuous academic improvement. WASC provides a structure for continuous school improvement as an ongoing process. This has helped SOUL to analyze, evaluate, and improve its instructional program. This increases academic rigor through the development and implementation of best practices in curriculum and instruction. SOUL's commitment to program improvement will continue to play a pivotal role in its implementation of the Common Core.

Nearly 95% of students who enroll at SOUL are credit deficient. More than two-thirds of all SOUL students are 11th and 12th graders, and 30% are ages 18 or over. Students are provided ample credit recovery opportunities, intervention resources, as well as academic and social/emotional support while enrolled at SOUL and working towards graduation. For all seniors, credit recovery is critical to obtaining a high school diploma. In a comparative analysis of credits earned, student achievement was examined from the semester prior to a student enrolling at SOUL to their first semester enrolled at SOUL. It was found that once enrolled at SOUL students earn an average of 31 credits in their first semester versus an average of 13.7 credits in the last semester at their previous school.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

SOUL's revised charter goals include increased parent participation, especially among parents of independent study students. SOUL's Schoolwide Goal 2, is in alignment with priorities 3, 4, 5, 6, and 8 of SOUL's Local Control Accountability Plan.

Typically, parents of at-risk high-school age students do not actively participate in their child's school activities. In alignment with the school's Local Control Accountability Plan, 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 reveal a high percentage of parents who do not attend school functions, despite frequent parent contact by teachers and staff, as well as occasional home visits.

Parent meetings are scheduled as reflected in SOUL's annual parent involvement plan. A greater percentage of parents participate in scheduled individual meetings with counselors and case managers throughout the year than schoolwide parent meetings and activities. Since 2012, 100% of all parents have attended at least one meeting during the school year, as it is mandatory for parents and students to attend an initial orientation upon

enrollment. The 2017/2018 parent survey results revealed that parents want increased communication between home and school. This does not mean attending meetings five or six times a year; rather, they want ongoing communication from all school staff, especially teachers, on their child's progress.

While parent contact has increased for the students in the classroom-based program, SOUL continues to seek ways to increase involvement and participation in regards to the parents of Independent Study students. Despite increased enrollment of Independent Study students, parent participation continues to be marginal at best. A further examination has revealed that Independent Study students are often engaged in additional activities, such as work, raising a child, or caring for an elderly family member. The flexibility of independent studies accommodates their schedule, however the parents do not regard their children as "full-time" students and therefore do not consider their role as a parent to be crucial to their child's academic success. Instead, they perform minimal duties such as reviewing their child's homework and signing off on the required paperwork so that their child successfully completes the program. SOUL makes every effort to include parents of Independent Study students. Despite our efforts, we have not made any significant impact in getting the parents of Independent Study parents to attend school meetings.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The School of Unlimited Learning is located in the economically depressed center of downtown Fresno. Over 905 of SOUL students are socio-economically disadvantaged and live in high poverty neighborhoods.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School of Unlimited Learning is a small school with a diverse team of fully credentialed, highly qualified teachers. All teachers are committed to working with at-risk students. The majority of SOUL teachers have taught at the school for over 10 years. Working with at-risk student population requires a special commitment of trained, professional, and experienced educators who understand the needs of the student population.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Home to school communication is a priority. There has been a significant increase in parent contact and dialog between school and parents through the mandatory orientation prior to enrollment. In alignment with the school's Local Control Accountability Plan, 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 reveal a high percentage of parents who do not attend school functions, despite frequent parent contact by teachers and staff, as well as occasional home visits. SOUL continues to have more parent attendance at Parent Meetings that are held on a quarterly basis, rather than relying on a group of parents to organize and sustain a PTSA

committee. SOUL takes pride in having 100% face to face contact with every parent, as well as hosting school events with up to 60% of parents in attendance. SOUL parents also serve on SOUL's Governing Council and there is a continuous effort to recruit interested parents and alumni parents to serve as representatives on the council. With the adoption of School Pathways as our Student Information System, parents now have the opportunity to access their child's grades and attendance online.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each student receives case management services primarily aimed at cultivating a stronger personal and social acumen. Their ability to deal with what is often a dysfunctional family and/or environment is vital to their personal and academic development. Case managers work closely with the students to access resources provided by Fresno EOC and other community agencies to address personal, family, social, and emotional needs. In addition to case management services, SOUL offers mental health counseling through Kaiser Permanente's Psychology department, as well as additional supportive services through Fresno State's Social Work program. Case managers are available to every student at SOUL, whether enrolled in the classroom-based program or in Independent Study. A family meeting is held upon enrollment, followed by several individual meetings so that a trusting relationship can be developed. Due to the typical SOUL student's history of poor academic performance, truancy, and misbehavior, meeting with a SOUL case manager is often times the first positive interaction parents have had with the educational system in years. Case managers are well versed in student needs assessment, and appropriate service and resource referrals. Many of these referral based services are offered on, or near SOUL's campus such as:

- Mental health counseling provided by Kaiser Permanente's Psychology Department Interns.
- Personal coaching and support provided by Fresno State's Social Work Department interns.
- Temporary shelter and counseling for runaway and out-of-control youth by the EOC Sanctuary Youth Shelter.
- Child care and child development classes offered by Fresno EOC's Head Start/Early Head Start Program at SOUL's Early Head Start child development center
- Health service needs provided by Fresno EOC's health clinic.
- Housing and homelessness issues addressed by Fresno EOC's Housing Project services

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success

of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Approximately 7% are or have been homeless. SOUL's homeless and foster Youth coordinator works closely with the County office of Education to identify services and resources for homeless youth. SOUL also utilizes services of Fresno County Economic Opportunities Commission, such as the Youth Shelter, Street Outreach Services, and transitional living centers.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School of Unlimited Learning employs a full-time Career Counselor who works closely with the community college and other post-secondary institutions to ensure a smooth transition from high school to post-secondary. 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. After-school tutoring will be made available three afternoons per week to assist students who need additional help to pass their classes. Career Counselor provides college readiness preparation for all 12th grade students and conducts career assessments for all 12 grade students on track to graduate. The counselor 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. The local Community College visits with all college-bound seniors at SOUL to assist with application, financial aid, and placement testing. During the 2015/2016 school year, over 15 percent of SOUL students participated in the All Youth, One System program through Fresno EOC's Employment and Training program. Fresno EOC offers paid internships to college-bound SOUL graduates through its Graduate Work Study Program. During the summer of 2017, the paid summer internship program was extended to ten SOUL undergraduates, allowing them to gain invaluable paid work experience to better prepare them for their senior year and beyond. Fresno EOC's Strategic Initiative for Education recognizes that through collaboration, SOUL can advance quality education and training to empower students and their families. Likewise, Fresno EOC's Strategic Initiative for Job Readiness calls for collaboration to create an alternative education environment that prepares individuals with job skills for careers aligned with market demands. SOUL's expanding Career Academy has increased job readiness skills to high school youth by actively engaging them in career preparation and training.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of technology to access information and conduct research can be found in each classroom. Accelerated curricular offerings are made available to students performing above grade level. Partnerships and outsourcing with service providers in the construction trades as well as website development and HTML allows students to access resources and training not otherwise available to them in a traditional high school setting.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SOUL, which is fully accredited by the Western Association of Schools and Colleges (WASC), is actively committed to a continuous academic improvement. WASC provides a structure for continuous school improvement as an ongoing process. The school refines its Common Core curriculum and instructional delivery through an annual professional development plan. All SOUL teachers receive professional development in Common Core training on an annual basis to ensure that their lessons fully incorporate core, literacy, and ELD standards.

SOUL's leadership team provides a well-defined vision and focus for increased student achievement. SOUL's continuous program improvement plan calls for annual staff training to assist teachers in delivering a relevant, Common Core standards-based curriculum using instructional practices that engage all students. Through its professional development efforts, SOUL has refined its commitment to instructional effectiveness by assisting teachers in identifying gaps in pedagogical skills and knowledge to better meet student academic needs and charter goals. A well-crafted and relevant professional development plan ensures that high quality common core instruction is evident in all classrooms by assisting teachers to seek the most effective ways to meet the academic needs of their students.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All students, including EL students and students with special needs, will have full access to core, literacy, and ELD standards. SOUL's annual professional development plan emphasizes multiple English learner strategies and plans for successful implementation and incorporation into daily instruction. SOUL's reflective lesson planning incorporates core, literacy, and ELD standards in each unit of study, incorporating differentiated instructional approaches for English Learners. SOUL efforts to align its curriculum and instruction delivery ensure that all SOUL students have access to the Common Core State Standards, literacy standards, and ELD standards.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In response to SOUL's achievement gap in CAASPP ELA and Math, SOUL will utilize NWEA's Measures of Academic Progress (MAP) Interim Assessments, which are designed to measure a student's academic achievement and to calculate academic growth throughout the year. Beginning in the 2018-2019 school year, the Interim Assessments will be administered in the fall, winter, and spring of each year. Interim Assessments will serve as quarterly benchmarks, since they are aligned to California Common Core English language arts and math standards. Teachers will use MAP assessment results to guide instruction, which will provide a comprehensive picture of student learning: how much they've grown, what they're ready to learn, and the specific skill gaps they need to master. Interim Assessments will measure progress toward meeting grade-level standards, allowing SOUL teachers to meticulously monitor each student's strengths and deficiencies by connecting assessment data to instruction. Whether a student enrolls at the beginning of the school year or mid-year, SOUL teachers will use assessment results to identify strengths and gaps, and tailor instruction to meet the needs of each student. Because MAP tracks individual student growth over time, it can help predict each student's level of proficiency and college readiness. MAP Interim Assessment data will be reviewed twice per year, and be included in mid and year-end student proficiency status reports. Interim Assessments data will measure by grade level student progress toward meeting grade-level standards.