School of Unlimited Learning
Charter High School

2019-2020 Local Control Accountability Plan and 2018-2019 Annual Update

School of Unlimited Learning

Local Control Funding Formula (LCFF)

Budget Overview for Parents

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	School of Unlimited Learning
CDS code:	10621661030642
LEA contact information:	Brian Angus, 559-263-1000, brian.angus@fresnoeoc.org
Coming LCAP Year:	2019-2020
Current LCAP Year	2018-2019

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-2020 LCAP Year	Amount
Total LCFF funds	$ 2,236,240
LCFF supplemental & concentration grants	$ 2,236,240
All other state funds	$ 239,802
All local funds	$ 9,000
All federal funds	$ 65,100
Total Projected Revenue	$ 2,550,142

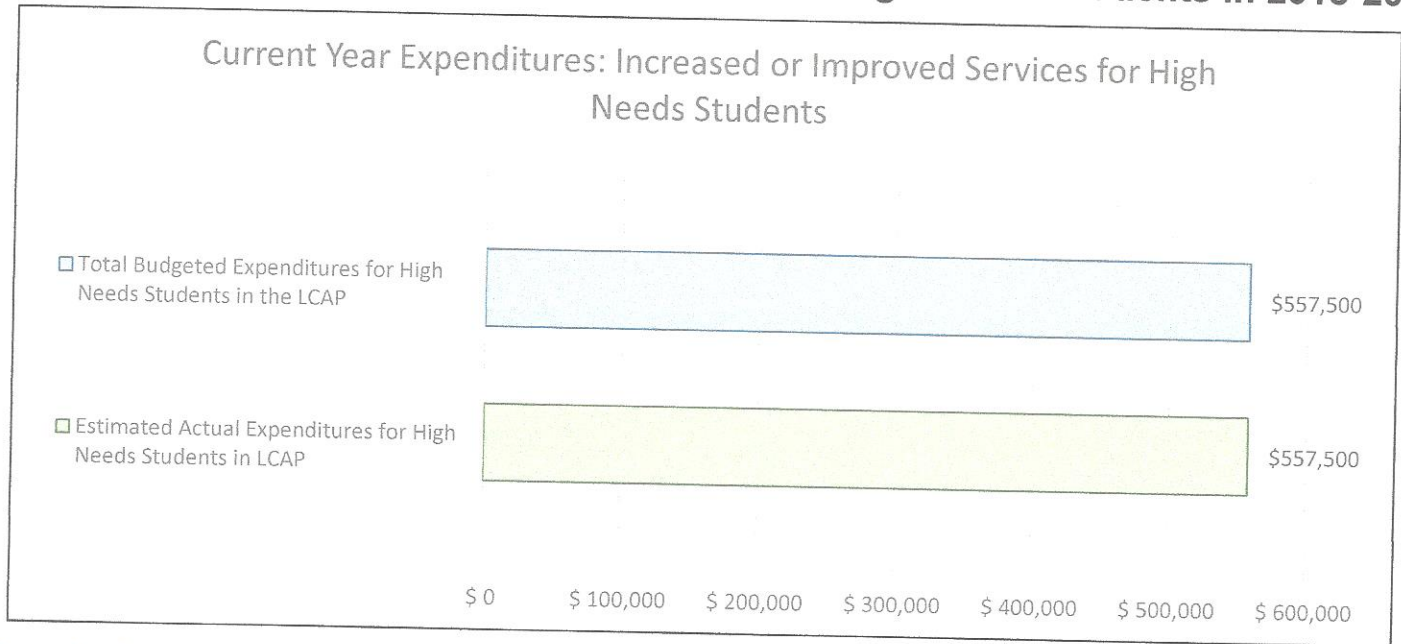| Total Budgeted Expenditures for the 2019-2020 LCAP Year	Amount
Total Budgeted General Fund Expenditures	$ 2,550,142
Total Budgeted Expenditures in LCAP	$ 653,890
Total Budgeted Expenditures for High Needs Students in LCAP	$ 653,890
Expenditures not in the LCAP	$ 1,896,252

Expenditures for High Needs Students in the 2018-2019 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 557,500
Estimated Actual Expenditures for High Needs Students in LCAP	$ 557,500

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	General Fund Budget Expenditures for the LCAP year not included in the LCAP include most personnel salaries (all certificated and administative salaries, and most classified salaries); instructional and office supplies, lease costs, and indirect costs.
The amount budgeted to increase or improve services for high needs students in 2019-2020 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-2020. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs	
A prompt may display based on information provided in the Data Input tab.	

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $557,500

☐ Estimated Actual Expenditures for High Needs Students in LCAP — $557,500

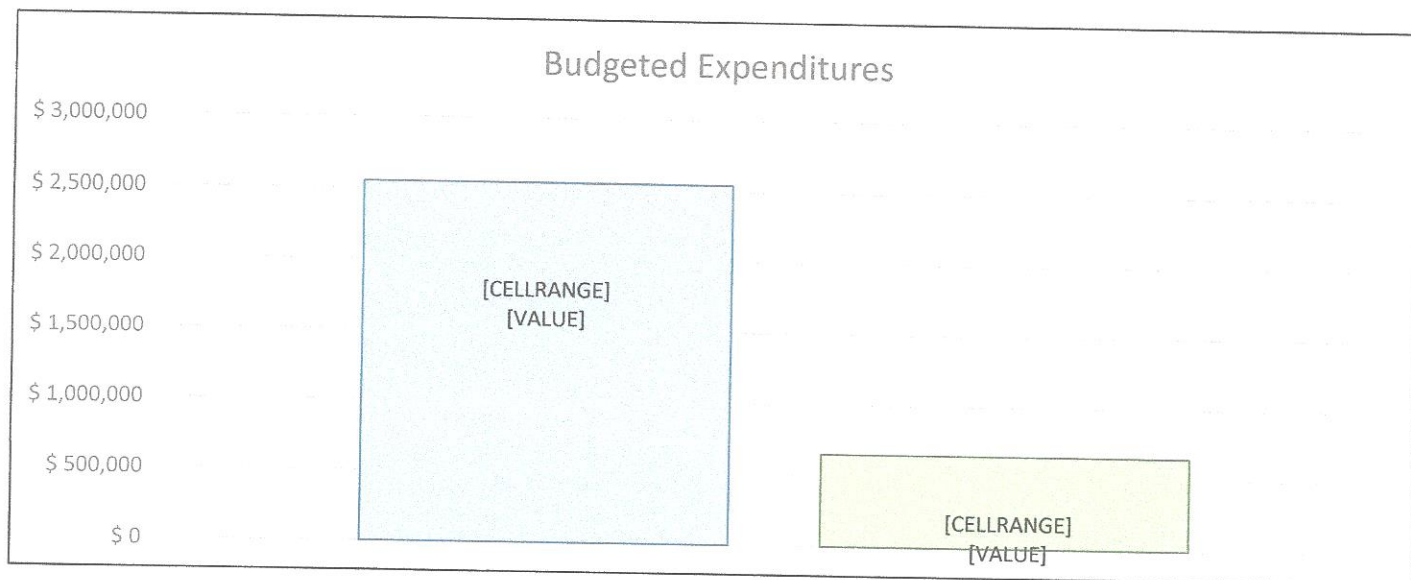$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000

This chart compares what School of Unlimited Learning budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what School of Unlimited Learning estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, School of Unlimited Learning's LCAP budgeted $557,500.00 for planned actions to increase or improve services for high needs students. School of Unlimited Learning estimates that it will actually spend $557,500.00 for actions to increase or improve services for high needs students in 2018-2019.

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

$3,000,000

$2,500,000

$2,000,000

[CELLRANGE]
[VALUE]

$1,500,000

$1,000,000

$500,000

[CELLRANGE]
[VALUE]

$0

This chart provides a quick summary of how much School of Unlimited Learning plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

School of Unlimited Learning plans to spend $2,550,142.00 for the 2019-2020 school year. Of that amount, $653,890.00 is tied to actions/services in the LCAP and $1,896,252.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the LCAP year not included in the LCAP include most personnel salaries (all certificated and administative salaries, and most classified salaries); instructional and office

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, School of Unlimited Learning is projecting it will receive $2,236,240.00 based on the enrollment of foster youth, English learner, and low-income students. School of Unlimited Learning must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, School of Unlimited Learning plans to spend $653,890.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: School of Unlimited Learning
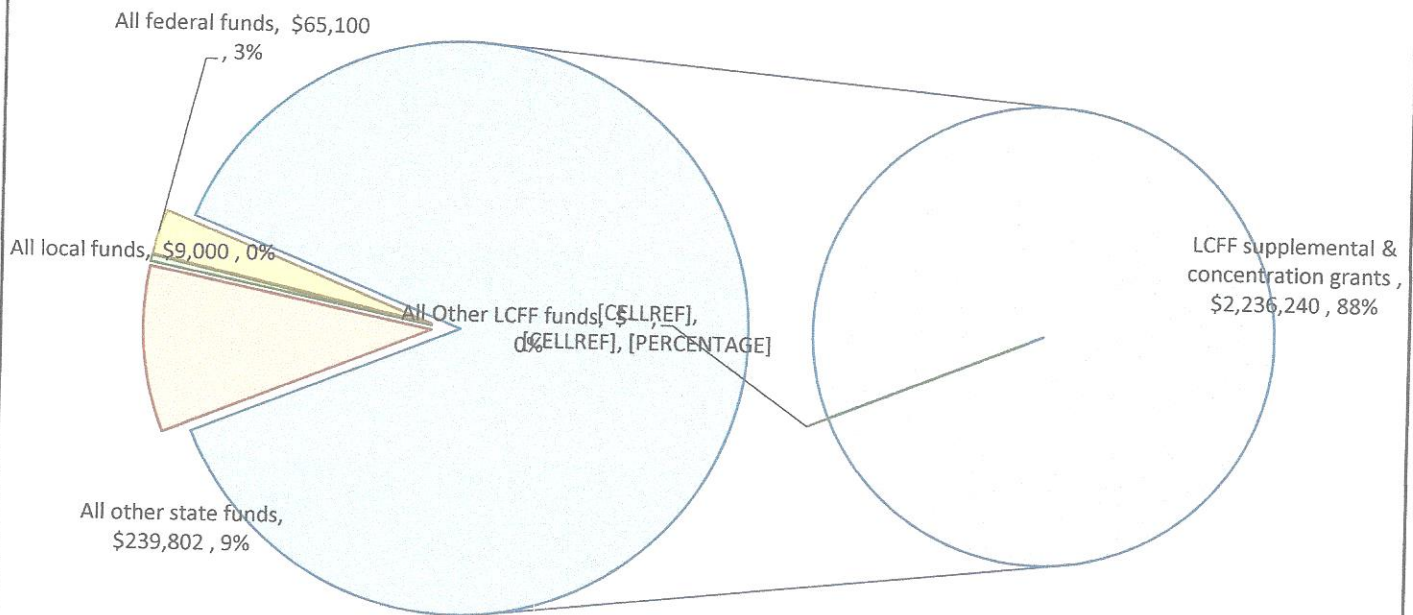
CDS Code: 10621661030642

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Brian Angus, 559-263-1000, brian.angus@fresnoeoc.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-2020 LCAP Year

Projected Revenue by Fund Source

All federal funds, $65,100 , 3%

All local funds, $9,000 , 0%

All Other LCFF funds[CELLREF], [CELLREF], [PERCENTAGE]

All other state funds, $239,802 , 9%

LCFF supplemental & concentration grants , $2,236,240 , 88%

This chart shows the total general purpose revenue School of Unlimited Learning expects to receive in the coming year from all sources.

The total revenue projected for School of Unlimited Learning is $2,550,142.00, of which $2,236,240.00 is Local Control Funding Formula (LCFF), $239,802.00 is other state funds, $9,000.00 is local funds, and $65,100.00 is federal funds. Of the $2,236,240.00 in LCFF Funds, $2,236,240.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
School of Unlimited Learning	Mark A. Wilson, Ed.D.	Mark.wilson@fresnoeoc.org 559-498-8543

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Describe the students and community and how the LEA serves them.

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 School of Unlimited Learning (SOUL) presently serves, educates and works with students residing primarily within the Fresno metropolitan area. The students, ages 14 through 21, and grades 9 through 12, have not yet received a high school diploma and many are at high risk of dropping out of school. The majority of SOUL students reside in economically depressed areas within the Fresno metropolitan area. Most targeted youth have a history of low academic achievement due primarily to poor attendance in their previous schools. Many of these young men and women have arrived at SOUL bearing a history of low academic achievement. 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.

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. Since 2007, SOUL has been classified as a school under the Alternative Schools Accountability Model (ASAM) due to its student population. SOUL began to utilize the alternative dashboard when it became available in August 2018.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The following Charter Annual Goals, combined with SOUL's WASC Action Plan exemplify the belief that all students should have a meaningful educational experience. Key features of the 2019/2020 LCAP Plan are based on the following schoolwide goals:

1. Increase the percentages of students meeting or exceeding State standards in the CAASP Smarter Balanced tests in Language Arts/Literacy and Math.
2. Improve student academic performance by increasing reading and math levels of all students.
3. Increase annual graduation rate.
4. Increase student connectedness to school and motivation for academic success.
5. Increase student knowledge of and preparedness for post-secondary education and career choices.
6. Increase efforts to identify, monitor, and support students who are at high risk of dropping out of school in both the classroom-based and independent study programs, and make referrals to appropriate intervention resources.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

1. Students, parents, faculty, support staff, administration, and community partners, a strong sense of connectedness, acceptance, and respect for each other are evidenced in an exceptionally positive school culture. The 2018/2019 parent and student survey results revealed that 100% of SOUL parents felt welcomed at SOUL. Ninety percent of parents stated that SOUL has helped their child become more focused in school.
2. SOUL is committed to maintaining a safe and orderly environment for all students and staff. Over 95% of all students felt that SOUL was an extremely safe campus.
3. Strong sense of parent/community support. 100% of all parents meet at least once per year with a SOUL case manager.
4. Use of Pathways, NWEA Measures of Academic Performance (MAP), and Plato's Exact Path prescriptive curriculum for student data collection, analysis, and reporting. 100% of all students use take the NWEA MAP test. 100% of all students have access to Pathways.
5. Classes prepare students for the world of work through career technical education: computer literacy, child development, street law, culinary arts, construction trade skills and 3D printing/laser cutting. During the 2018/2019 school year, over 40 percent of all students participated in a career technical education experience.
6. SOUL's vision is developed collaboratively and is consistent and supported by the school's expected schoolwide learning results.
7. SOUL's sense of family among students, alumni, parents, community members, partner organizations, faculty, staff, administration to encourage and support increased student achievement.
8. Instruction is standards-based and supplements traditional texts in creative ways.
9. Instruction is enhanced through the use of technology by faculty, staff, and administration.
10. Intervention resources for skills-deficient students, including English learners, have increased over the past five-year period. Students with deficiencies in reading and math are assigned individualized reading and/or math prescriptions to bring them to grade level.
11. Computers are available in all classrooms and for the Independent Study Program. 100% of all students have access to a computer.
12. SOUL's graduation rate increased over the past three years.
13. A total of 19 of SOUL's core academic courses have been UC-approved.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

1. Notwithstanding increases in intervention resources, scores for reading and math reveal a slight downward trend for three consecutive years. A primary cause for the decline in reading and math scores is that most independent study students have not taken advantage of their tutorial options and have not made their math and reading prescriptions a priority. Moreover, monitoring of student progress and growth in reading and math proficiency has been inconsistent.
2. Increased efforts must be made to ensure that a greater percentage of students meet or exceed the standards in both English language arts (ELA) and math.
3. SOUL identified curricular gaps in its math program, specifically in regards to preparing students for the CAASPP Math test. Curricular changes were implemented in 2018/2019 to address this challenge.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

SOUL has a significant percentage of socioeconomically disadvantaged students (above 95%), coupled with foster youth, and English learners. Nearly 80% of SOUL's student population is Hispanic. All other groups are too small to reveal relevant data. Consequently "all student" performance is taken into consideration when examining student progress.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

School of Unlimited Learning Charter High School.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The steps taken to develop the CSI plan were first to examine the current 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. The data reviewed to determine the needs assessment were to examine 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. More than 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 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. Conclusions made were to continue to assign case managers to work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, case managers will work closely with teachers and with other support staff, such as the guidance dean and truancy prevention officer 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. After-school tutoring will be made available three afternoons per week to assist students who need additional help to pass their classes. SOUL's Career Counselor will provide college readiness preparation for all 12th grade students and conduct career assessments 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 will be provided more intervention resources and support to recover credits to graduate. Moreover, data obtained from student enrollment revealed a lack of resources for seniors who are credit deficient, including homelessness, transportation needs, unstable home environment, etc.   In response to the deficiencies identified, a case manager has 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, such as the guidance dean and truancy prevention officer 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. After-school tutoring will be made available three afternoons per week to assist students who need additional help to pass their classes. SOUL's Career Counselor will provide college readiness preparation for all 12th grade students and conduct career assessments for all 12 grade students on track to graduate.

Specific resource inequities were not identified, however, it should be noted that enrollment data were reviewed to determine, in part, why SOUL's graduation rate is lower that the state average. In spite of the State's attempt to more accurately reflect graduation rates through the 5 year cohort calculation, it still failed to take into account the students who graduate in their 6th or 7th year of high school. Students can remain enrolled at SOUL until their 22nd birthday. Due to the fact that 30% SOUL's student population is 18 years old and older, and enroll credit deficient, there is a high number of 12th graders each year who will not be able to graduate within the school year. To more appropriately measure SOUL's graduation rate, an internal calculation was developed. Twelfth grade students who need 70 credits or fewer to complete graduation requirements are deemed "on track" to graduate. If a twelfth grade student needs more than 70 credits to complete their 230 credit requirement, they are not counted in this calculation. The list of "on-track" twelfth graders is kept up to date as new students enroll. It is also adjusted at the beginning of the second semester based on the credits earned by the students during the first semester. At the beginning of second semester, it is expected that students will need 40 or fewer credits to still be considered "on track" to graduate. Any student initially on track to graduate upon enrolling at SOUL who becomes credit deficient during the second semester will be counted as a "non-grad" and will count against the internal graduation rate. Most students who are unable to complete their credit requirement by graduation choose to re-enroll during the summer or the following semester for graduation as a 5th or 6th year senior.

SOUL's CSI plan was formally approved by SOUL's Governing council on March 12, 2019, The Governing Council is comprised of the school principal, two teachers, two counselors, two students, a parent, an officer from Fresno Economic Opportunities Commission, two Commissioners from the Fresno EOC Board, and seven members of the community. The CSI Goals were submitted to SOUL's English Language Advisory Committee for review and approval.   The data reviewed specifically dealt with the aforementioned graduation rate disparity between CDE's 4-year cohort rate and SOUL's internal rate. Also reviewed were the data denoting the enrollment into SOUL of severely credit-deficient 11th and 12th graders. Data were analyzed by teachers, staff, and brought forth for discussion to Governing Council members, students, and parents in the hopes of identifying additional resources to assist credit-deficient students, especially seniors. All groups identified solutions such as an individualized learning plan for seniors, case management, and additional credit recovery opportunities.

As mentioned above, root causes that stem from a lower than State average graduation rate can be attributed to SOUL's population of 11th and 12th grade students who arrive at SOUL as severely credit deficient. Parallel to the students' credit deficiency was skills deficiency in reading and math. A majority of SOUL's credit-deficient students are hampered by social and socio-economic barriers. In order to focus on increasing the graduation rate, all groups identified above concluded that in additional to additional credit-recovery opportunities, it was important to provide specific supportive services, such as case management, referral to health services, and career counseling. Tutorial services were also identified as being crucial to assisting students struggling with academics.   All groups recommended additional resources to close the achievement gap as well as the dropout rate.   Based on student reading and test scores from CASSP and Plato's Accucess results, it was decided that NWEA's MAP Quarterly Assessments will be utilized in conjunction with Edgenuity's My Path curriculum to track the ELA and math progress performance all students, 9 through 12, throughout the year. Data from the Quarterly Benchmarks will be used to guide instruction. Mandatory individualized tutoring will be scheduled for students not making sufficient weekly progress. Designated math and language arts tutorial labs will be required for all independent study students with reading and math skills below grade level.

Monitoring and Evaluating Effectiveness

SOUL will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement consistent with the processes for monitoring and evaluating LCAP goals, which are clearly articulated in this LCAP plan. Data Monitored will include all of the measurable outcomes identified in SOUL's LCAP Plan:

- SBAC Reading and Math results (annually)
- NEWA Measures of Academic Progress results (quarterly) by grade and subject area.
- Edgenuity "My Path" Progress (by semester)
- CDE School Graduation Rate target and actual (annually)
- CDE Cohort Dropout Rate (annual)
- SOUL Internal Graduation Rate (annual)
- Course Pass/Fail rate (semester)

School monitoring and evaluation of the effectiveness of the CSI plan will include the following:
Teachers will monitor NWEA MAP results and Edgenuity My Path Data to identify gaps and prescribe interventions

- *Administration will review quarterly NWEA data and monthly MyPath Data to identify gaps and prescribe interventions.*
- *Annual Report to School Governing Council will include all student performance data.*
- *Guidance Counselor will work with case managers and teacher to identify students at risk of failing a class and prescribe individualized tutoring.*
- *Guidance Counselor will prescribe credit recovery options to credit deficient students.*
- *Principal will meet with parents bi-monthly to discuss student progress.*

The progress and results of the CSI goals will be presented to the following stakeholders:

- SOUL Governing Council – Principal, counselor, teachers, students, parents, community members (eight meetings throughout the year.
- Weekly teacher meetings, as needed, to discuss student progress.
- Monthly schoolwide staff meetings to share data when relevant (e.g. fall, winter, and spring NWEA results)
- Annual Report to the SOUL Governing Council and to Fresno Unified School District.

Specific goals have been established to address each component of the plan, as outlined in SOUL's LCAP, WASC Action Plan, and Charter Goals. At the end of the year, student performance data and other statistical information such as the percentage of SOUL graduates and non-completers and SOUL's internal graduation rate, will be compared to the established goals.

If one or more of the goals of the plan proves not to yield positive results, the annual goals will be revised by all stakeholders mentioned above (students, staff, parents, community members, ELAC parents, etc.) to determine deficiencies and recommend new goals based on need.

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services (1); Implementation of State Standards (2); Pupil Achievement (4); and Course Access (7)

Annual Measurable Outcomes

Expected	Actual
Using the 2014/2015 results as a baseline, for the 2016/2017 school year 11% of SOUL students, including English learners and special needs students, will meet or exceed the State standard in Language Arts/Literacy and 6% of students will meet or exceed the State standard in mathematics. For 2016/2017, 60% of all students will score at grade level or above in reading and 38% or above in math on Plato's Accucess pre and post tests.	For the 2017/2018 school year, 16% of SOUL students, including English learners and special needs students, met or exceed the State standard in Language Arts/Literacy. However, 0% of students met or exceeded the State standard in mathematics. While SOUL met its goal in ELA, the math goal fell short. During the 2018/2019 school year, Plato's self-paced prescription in reading and math was replaced with NWEA's Measures of Academic Progress, and the accompanying Edmentum Exact Path prescriptive curriculum. CASSPP results, as well as performance data on NWEA's Measure of Academic Progress will be available in August 2019.
Using the 2015/2016 CELDT results as a baseline, 10% of English Learners will grow one proficiency level per year. An increase in reading and math proficiency among EL students will result in a higher percentage of EL reclassification. All students, including EL students and students with special needs, have and will continue to have full access to core, literacy, and ELD standards.	An increase in reading and math proficiency among EL students during the 2017/2018 school year resulted in a higher percentage of EL reclassification. All students, including EL students and students with special needs, had full access to core, literacy, and ELD standards. Performance data on English learners for the 2018/2019 school year will be available in August 2019.
During the 2016/2017 school year SOUL will apply for A-G UC Approval for Social Studies, English, and Science classes.	By the summer of 2018, SOUL had applied for and received a-g UC approval for all 19 core academic courses submitted.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew and expand of the Achieve 3000 program to assist students in developing their reading skills and increasing their lexile levels in preparation for college and career readiness.	The Achieve 3000 program was replaced with NWEA's Measures of Academic Performance, which provides lexile levels and serves as an accurate indicator of College and Career Readiness. All students take quarterly benchmark tests in language arts, reading, and math.		
Independent study students reading below grade level will be required to attend a reading skills lab for a minimum of two hours per week. All students, with math skills below grade level, including independent study students will be required to attend a minimum of 90 minutes per week of a Math skills lab.	Individualized tutoring was scheduled and encouraged for students not making sufficient weekly progress. However, since no consequences were imposed for students not attending tutoring, many independent study students did not take advantage of the additional resources. Instead, an incentive of elective credits was offered to those students who successfully completed their prescription.		
1 FTE of a certificated teacher to oversee skills labs (2 math and 2 language arts) to accommodate both classroom based and Independent study students	1 FTE of a math certificated teacher was added during the 2017/2018 school year to increase individualized and small group services for students deficient in math.		
.80 FTE of a certificated teacher to oversee the credit recovery lab four days per week for two hours per day.	.50 of a certificated teacher oversaw credit recovery labs five days per week.		
Additional technology and supplemental resources designed to assist all students, especially English learners to increase their reading and math skills.	Additional technology and supplemental resources were added to assist all students, especially English learners to increase their reading and math skills. The Independent Study room was expanded and computers were added to accommodate more students to work individually beyond their scheduled meeting time with the teacher.		
	An additional online program, Listenwise, was incorporated for all classes to enable students to develop listening and vocabulary skills.		
Annual professional development plan will reflect school efforts to enhance common core instruction. Professional development for teachers to assist with understanding and implementing Literacy and English language	During the 2018/2019 school year, professional development focused on the implementation of NWEA's Measures of Academic Progress, Plato's Exact Path curriculum, Listenwise strategies for EL students, and profession learning communities among SOUL teaching staff to review and refine common core strategies for effective classroom		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	implementation. Discussions focused on depth of knowledge, accountable talk, scaffolding, and assessments. Core curricula were revised and updated during the 2018/2019 school year. Specifically, new Algebra and Geometry texts were adopted, and modifications in ELA 9-12 curricula were made.	$ 212,500	$ 212,500

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2018/2019 school year, Plato's self-paced prescription in reading and math was replaced with NWEA's Measures of Academic Progress, and the accompanying Edmentum Exact Path prescriptive curriculum. The transition to MAP and Exact Path is closely aligned to Smarter Balanced testing and state standards. Once students complete their MAP testing, their scores are uploaded into Exact Path, which generates a specific prescription based on the students' gaps. Time is set aside each week for students to work specifically on their Exact Path prescriptions in math, reading, and language arts to increase their knowledge of state standards and performance on standardized testing. The advantage of NWEA and Exact Path is that it provides indicator data on all students, grades 9 through 12, as opposed to solely relying on CASSPP Smarter Balanced Test scores for 11th graders During the 2018/2019 school year, in alignment with professional development training, all core curricula were reviewed and updated where needed.

All classroom-based students with math skills below grade level were offered tutoring. Classroom-based students with math skills severely below grade level were scheduled into math skills lab class for a total of 200 minutes per week. However, many of SOUL's independent study students did not take advantage of the schedule tutorial time.

The Independent Study room was expanded and computers were added to accommodate more students to work individually beyond their scheduled meeting time with the teacher.

During the 2018/2019 school year, professional development focused on the implementation of NWEA's Measures of Academic Progress, Plato's Exact Path curriculum, Listenwise strategies for EL students, and profession learning communities among SOUL teaching staff to review and refine common core strategies for effective classroom implementation. Discussions focused on depth of knowledge, accountable talk, scaffolding, and assessments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SOUL's transition from Achieve 3000 and Plato to NWEA's Measures of Academic Progress and Edmentum's Exact Path provided greater alignment with CASSPP's Smarter Balanced Testing in order to better prepare students in grade level academic standards. The data gathered from NWEA provides accurate indicators of student progress toward meeting the standards, as opposed to simply a lexile level or non-aligned grade level ranking. Teachers utilized the data to modify curriculum by identify strengths and gaps by each class and each student. NWEA's Measures of Academic Progress have proven to be a much more effective tool in measuring student progress toward standards, and predicting college and career readiness.

During the 2018/2019 school year, professional development training resulted in greater schoolwide alignment with respect to literacy implementation in all classes.

While classroom-based students experienced increases in reading and math levels, independent study student gains were less, primarily due to the difficulty in requiring additional tutoring hours for independent study students.

The Independent Study room was expanded and computers were added to accommodate more students to work individually beyond their scheduled meeting time with the teacher.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures are consistent with budgeted expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on this analysis, gaps still exist with respect to increased math and reading scores from the independent study students. Additional resources are needed to address the literacy gaps, which may include increased required time per week, a mandatory math class in additional to the regular independent study curriculum, and/or mandatory scheduled tutoring times For the 2018-19 school year skills-deficient students in both the classroom-based and independent study programs were scheduled to take an additional ELA and/or math skills course to address their deficiencies. English learners enrolled in independent study were assigned English intervention assignments in addition to their independent study coursework. In response to SOUL's achievement gap in CAASPP ELA and Math, SOUL implemented 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 were administered in the fall, winter, and spring of each year. Interim Assessments serve as quarterly benchmarks, since they are aligned to California Common Core English language arts and math standards. Teachers use MAP assessment results to guide instruction. Assessment results 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. To address the curricular gap in math, SOUL developed and implemented an integrated curriculum which incorporates Algebra 1, Algebra II, and Geometry standards. 11th grade students who have not passed Algebra I at the beginning of their 11th grade year were assigned an Integrated Math course to ensure that they will have been introduced to Algebra II standards prior to taking the CAASPP tests.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Engagement (5)

Goal 2: Annual Measureable Outcomes

Expected	Actual
Meet or Exceed Target School Graduation Rate set by State of California	SOUL met the 2017 graduation rate set by CDE. SOUL's graduation rate was 43%, nine percent higher than the previous year. 2018 rates have not yet been released
CDE Cohort Dropout Rate 42% for all subgroups	SOUL's 2017 dropout rate was 25%, (13% lower than the previous year) 2018 rates have not yet been released.
School Internal Graduation Rate 95% for all subgroups	School actual 2018 Internal Graduation Rate was 95% for all subgroups

Goal 2: Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assign case manager position to work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, they will work closely teachers and with other support staff, such as the guidance dean and truancy prevention officer to ensure that the seniors have the resources they need to successfully complete their studies.	A case manager position was assigned to work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, case managers worked closely with teachers and other support staff, such as the guidance dean and truancy prevention officer, to ensure that the seniors had the resources they need to successfully complete their studies.	70,000	$70,000
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.	Under the direction of the guidance counselor coordinator, all 12th grade students had a personal learning plan which identified a timeline for graduation and the resources each student needed to successfully complete their studies. After-school tutoring was made available three afternoons per week to assist students who needed additional help	$0	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to pass their classes. Credit recovery classes and evening courses through adult education were also offered to 12th graders in need of additional credits to graduate.		
Career Counselor (.5 FTE) to provide college readiness preparation for all 12th grade students and conduct career assessments for all 12 grade students on track to graduate. Also 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.	Career Counselor (.5 FTE) provided college readiness preparation and conducted career assessments for all 12 grade students on track to graduate. The Career Counselor also assisted with resume preparation, and served as the primary liaison between the school and post-secondary institutions to assist with enrollment of SOUL graduates into post-secondary schools.	$35,000	$35,000

Goal 2 Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

A case manager was assigned to work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. The case manager worked closely with teachers and with other support staff, such as the guidance dean and truancy prevention office, to ensure that the seniors have the resources they need to successfully complete their studies. A personal learning plan was developed for each senior, identifying a timeline for graduation, and the resources they needed to successfully complete their studies. After-school tutoring was offered three afternoons per week to assist students who needed additional help to pass their classes. Credit recovery courses provided all of our credit-deficient seniors opportunities to earn additional credits.
The Career Counselor provided college readiness preparation for all 12th grade students and has conducted career assessments for all 12 grade students on track to graduate. He assisted seniors with resume preparation, and served as the primary liaison between the school and post-secondary institutions to assist with enrollment of SOUL graduates into post-secondary schools.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The latest CDE graduation rate information is from the 2016/2017 school year. SOUL's 2017 graduation rate, including 5th year graduates, was 41%, meeting its target graduation rate. During the 2017/2018 school year SOUL met its internal graduation rate of 95%, nearly reaching its goal of 95%. Resources such as case managers, a career counselor, credit recovery opportunities, and the development of a personal learning plan have all proven to be effective resources in removing barriers to graduation for the school's 12th graders, most of whom are credit deficient and have a history of truancy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures are consistent with Budgeted Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Since the goal has yielded positive results, no changes to this goal have been made to the goal from the previous years.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Engagement (5); School Climate (6); and Pupil Outcomes (8)

Annual Measureable Outcomes

Expected	Actual
2016/2017 ADA to Enrollment will be 90%	2018/2019 P2 ADA to Enrollment was 90%
2016/17 SARC Suspension Rate will 12.6%	2017/18 SARC Suspension Rate was 6%
2016/2017 Expulsion Rate will be less <2%	2016/2017 Expulsion Rate was 0%
Six Career Education Courses offered in 2018/2019	A total of six Career Education Courses were offered in 2018/2019

Goal 3: Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SOUL will provide greater flexibility in scheduling of classes to increase student attendance and academic performance through blended learning model to more highly engage students in learning and, as a result, decrease student misbehavior. SOUL will continue to seek ways to expand course offerings to increase student interest and learning. SOUL will revisit the afternoon block scheduling format for the 2017/2018 school year to encourage a higher level of engagement for all classroom-based students. The 2017/2018 block schedule will include specific skills labs designated for independent study students (primarily English learners) or who are skill deficient	SOUL provided greater flexibility in scheduling of classes to increase student attendance and academic performance by offering afternoon block classes, and by making career courses more accessible for Independent study students. SOUL added a Culinary Arts class during the 2018/2019 school year to expand career course offerings to increase student interest and learning. The 2018/2019 block schedule included specific skills lab hours for students who were skill deficient in math and reading. The block scheduling format allowed more students to participate in career oriented activities.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
in math and reading. The block scheduling format will also allow more students to participate in career oriented activities.			
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 assigned Case Managers to all students, grades 9- 12, in both independent study and classroom based programs to provide resources that assist students in removing barriers to attendance and academic success.		
To address transportation barriers, SOUL will provide bus tokens to each student, which will reduce non-attendance.	To address attendance issues caused by transportation barriers, SOUL provided bus passes to each student in need of transportation to and from school. During the 2018/2019 school year, the number of CTE courses remained the same as the number of CTE courses grew by one, due to the addition of the culinary arts course.		
To increase student engagement and career preparedness, among SOUL students, SOUL will add one additional CTE course during the 2017/2018 school year.			
Provide student incentives to promote attendance and student achievements. Students will be recognized throughout the year for their academic achievements, attendance, participation and community service.	Students were recognized throughout the year for their academic achievement and perfect attendance, as well as their participation in community service activities		
	In Spring 2018, SOUL initiated an Interact Club through the Cultural Arts Rotary of Fresno, offering SOUL students opportunities for leadership and community service. By the end of the 2018/2019 school year, over 25 Interact students completed more than 800 volunteer hours.	$ 185,000	$ 185,000

Analysis: Goal 3

Describe the overall implementation of the actions/services to achieve the articulated goal.

SOUL's Guidance Dean refers struggling students to outside agency resources such as drug counseling to ensure student success. The Guidance Dean is also responsible for implementing a restorative practices model of discipline to reduce the number of student suspensions while holding students accountable for their behavior. During the 2018/2019 school year, SOUL's "Success for Life" program in partnership with local family therapy resources, was expanded to include weekly sessions that focus on emotional intelligence, accountability, and mindfulness. SOUL's restorative practices model, coupled with SOUL's "Success for Life" curriculum, which led to a decrease in suspension from 9% in 2016 to 6% in 2018.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The 2018/2019 block schedule worked successfully for the new elective courses by providing more time for students to meet. Overall, attendance percentages increased in the independent study program despite independent study students' reluctance to seek additional help in reading and math.

The decrease in the school's suspension rate from 2017 to 2018 can be attributable, in part, to the expansion of the Success for Life curriculum, which focuses on the choice-theory model of accountability and emotional intelligence. Moreover, SOUL has developed a restorative practices discipline model which provides alternatives to suspension. SOUL's 2017 ADA to enrollment increased slightly over that of the previous year. The classroom-based ADA to enrollment rose from 83% in 2017 to 85% in 2018, while the Independent Study program rose from 93% to 95% over the two-year period. P2 attendance figures from 2018/2019 indicate that combined ADA to enrollment was 90%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures are consistent with Budgeted Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of this analysis, SOUL will explore additional strategies to increase the classroom-based ADA to enrollment.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement (3); Pupil Outcomes (8)

Annual Measureable Outcomes

Expected	Actual
Parent Meeting Attendance: 100% of parents will attend at least one meeting per year	During the 2018/2019 school year, 100% of all parents/guardians of SOUL students attended at least one meeting throughout the year. For the 2018/2019 school all subsequent years, 100% of parents/guardians of all SOUL students will have attended one or more parent meetings.
Parent Satisfaction will be 90% or above.	The parent surveys focus on parent expectations and provide parent input as to how to increase parent engagement. The surveys provide valuable data to the school in terms of the resources parents need to help their child successfully graduate from high school. Parent surveys indicated a 93% satisfaction rate during the fall and winter surveys. A fninal survey will be given at the end of 2018-2019 school year.

Actions / Services: Goal 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To address truancy, SOUL will utilize a Truancy Prevention/ Parent Liaison to organize parent advisory meetings, make home visits when necessary, and assist with the scheduling of student study teams for truant students. The Liaison will oversee increased home-school communication efforts between all SOUL staff and SOUL parents and	To address truancy, SOUL utilized a Truancy Prevention/ Parent Liaison to organize parent advisory meetings, make home visits when necessary, and assist with the scheduling of student study teams for truant students. The Liaison oversaw increased home-school communication efforts between all SOUL staff and SOUL parents as		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
oversee the administration of the parent surveys.	well as the administration of the parent surveys.		
Continue Success for Life counseling/workshops to assist all students and their parents in removing barriers to success through responsible decision making, accountability, and making good choice.	Success for Life counseling/workshops were held each week to assist all students and their parents in removing barriers to success through responsible decision making, accountability, and making good choices.		
Parents will be surveyed three times per year: in the fall, at the beginning of the second semester and at the end of the school year to identify their input as to how to increase parent engagement.	Parents were surveyed three times per year: in the fall, at the beginning of the second semester and at the end of the school year to identify their input as to how to increase parent engagement.		
Parents of student with attendance and behavior concerns will meet at least once per month with the Case Manager, who will work with both parents and students to develop strategies to become successful learners.	Parents of students with attendance and behavior concerns met regularly, at least once per month with the Case Manager, who worked with both parents and students to develop strategies to become successful learners.		
SOUL will seek to increase the number of parents with online accounts in the school's student information system, School Pathways, so that parents can access their child's attendance and grades at any time.	SOUL parent usage of online accounts increased during the 2018/2019 school year. More parents accessed their child's attendance and grades at any time.	$55,000	$55,000

Analysis: Goal 4

Describe the overall implementation of the actions/services to achieve the articulated goal.

SOUL's Community Relations/Truancy Prevention Liaison organized parent advisory meetings, made home visits when necessary, and scheduled student study teams for truant students. Parents were surveyed in the fall and at the beginning of the second semester. The parent surveys focused on parent expectations and provided parent input as to how to increase parent engagement. The surveys provide valuable data to the school in terms of the resources parents need from the school to help their child successfully graduate from high school. SOUL provided an interpreter at every parent meeting when needed. Home to school communication has increased since the 2013/2014 school year. A priority was established for teachers to contact parents frequently to keep them abreast of their child's progress. With the adoption of School Pathways in August 2013 as SOUL's Student Information System, parents now have the option of being able to access their child's grades and attendance online. A greater number of parents with online access are able to check their child's attendance and grades at any time. All students were given access to their grades and attendance as well. The 2017/2018 parent survey results revealed that parents want increased communication between home and school. This does not mean attending a meeting five or six times a year; rather, they want ongoing communication from all school staff, including teachers, on their students' progress. A special parent meeting was held for parents of Independent Study students in the Fall 2018 semester to review the expectations for SOUL independent study students and to discuss the resources available to them, such as tutoring.

Stakeholder Engagement

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While parent contact has increased for the students in the classroom-based program, SOUL continues to seek ways to increase the involvement and participation of 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 accomodates 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 our IS parents to attend school meetings. Whenever we have a parent of an independent study student attend a meeting, it is most likely a student who was previously enrolled in the classroom-based program and has transferred to independent study. Notwithstanding the lack of participation among parents of independent study students at scheduled parent meetings, there has been a significant increase of parent contacts and dialogs between school and independent study parents. School support services are readily available to independent study students and their parents. Crucial services like tutoring, career counseling, mental health counseling, and referrals to EOC and outside agencies for a variety of services are available and encouraged.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All Estimated Actual Expenditures are consistent with Budgeted Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

SOUL will continue explore ways to increase communication with parents of independent study students, either in small groups or in larger parent meetings. The addition of mandatory parent/student counseling sessions throughout the year has not only increased parent involvement, but has also resulted in more positive student behavior. In addition to the efforts by the Truancy Prevention/Parent Liaison, SOUL case manager worked closely with the Guidance Dean to hold meetings with parents whose students were at risk of being dropped. During the 2018/2019 school year, SOUL's English Learner Advisory Committee successfully met four times throughout the year.

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In the development of SOUL's Local Control Accountability Plan, stakeholders from all groups reviewed SOUL's current charter goals, the updated WASC action plan, Title I Schoolwide goals, and goals of SOUL's LEA Plan. Throughout the 2017/2018 school year, in preparation for SOUL's Charter renewal petition, groups reviewed the performance of SOUL students over the past five years to validate the need for continued improvement in the identified areas. In addition to input from community members, SOUL surveyed staff, parents, and students to determine the greatest needs and concerns from each group, which met five times between September 2018 and May 2019.

SOUL's leadership team reviewed input from all stakeholders. They synthesized input to include four major goal areas in the LCAP over the next three years. The school's Action Plan has a significant impact in the development of the LCAP. The Action Plan goals, which are fully aligned with the LCAP goals, are as follows:

1. Improve student academic performance by increasing reading and math levels of all SOUL Students.
2. Increase SOUL's graduation rate by offering expanded options for earning credits through flexible scheduling and more individualized instruction.
3. Create greater student connectedness to school and motivation for academic success. Increase efforts to identify, monitor, and support students who are at high risk of dropping out of school in both the classroom-based and independent study programs, and make referrals to appropriate intervention resources.
4. Increase teacher/parent communication, especially in SOUL's independent study program, where parents are less likely to become involved in school activities designed for parents.

The LCAP supports the school's analysis of data, determination of the Critical Learner needs, and the determination of the action plan. Each of SOUL's Local Control Accountability Plan goals clearly delineates specific Expected Annual Measurable Outcomes, which mirror the benchmarks for each of the goals set forth in the WASC Action Plan. Performance data is compiled at the end of each year to measure the degree to which SOUL has met its WASC Action Plan and LCAP goals. Performance data is reported in the LCAP Annual Update. In addition, the WASC Action Plan goals are addressed each year and reported to SOUL's Governing Council. Pursuant to the guidelines of the Every Student Succeed Act (ESSA), school planning and LEA assistance that meets the criteria for CSI has been incorporated into SOUL's LCAP and the school planning process

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Performance data were analyzed by staff and all school stakeholders to identify program strengths and critical needs on an annual basis. Follow up discussions with stakeholders provided additional resources to assist SOUL in better responding to critical learner needs. The final draft of this year's LCAP was reviewed with the school's parent group as well as the Bilingual Advisory group to ensure that the goals and planned services had ample input from parents. On Monday, April

29, SOUL held a stakeholder meeting of school staff to review the LCAP draft and seek input into the proposed. A draft of the proposed 2019/2020 Was shared with parents in February 2019. On Tuesday, April 10, 2018 the LCAP draft was presented to SOUL's Governing Council for public input. An ELAC meeting was held on Monday, May 6 for parents of EL students for input. A final draft was submitted to Governing Council on Tuesday May 14, 2019, and forwarded to the Fresno EOC Board of for final approval on May 22, 2019.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Goal 1

☐ New ☐ Modified ☒ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

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, 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 2016/2017 Smarter Balanced Test results revealed that 16 percent of SOUL students met or exceeded the standard in Language Arts/Literacy and 2 percent of students met or exceeded the standard in math. The 2016/2017 Accuess pre and post testing results revealed that 60% of students met or exceeded grade level in reading and 49% met or exceeded grade level in math. All teachers will receive common core and ELD professional development training throughout the year. The goal remained unchanged but the annual measurable outcomes were adjusted to align with new charter goals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Language Arts	16% meet or exceed standard	16% meet or exceed standard for all subgroups	19% meet or exceed standard for all subgroups	22% meet or exceed standard for all subgroups

SBAC Math	0% meet or exceed standard	3% meet or exceed standard for all subgroups	5% meet or exceed standard for all subgroups	8% meet or exceed standard for all subgroups
Accuccess Reading/NWEA MAP	60% to meet or exceed grade level for all subgroups	60% to meet or exceed grade level for all subgroups	Accuccess Reading was replaced with NWEA's Measures of Academic Progress. 2018/2019 results will be used as a benchmark for 2019/2020.	Accuccess Reading was replaced with NWEA's Measures of Academic Progress. 2018/2019 results will be used as a benchmark for 2019/2020.
Accuccess Math/NWEA MAP	49% to meet or exceed grade level for all subgroups	49% to meet or exceed grade level for all subgroups	Accuccess Math was replaced with NWEA's Measures of Academic Progress. 2018/2019 results will be used as a benchmark for 2019/2020.	Accuccess Math was replaced with NWEA's Measures of Academic Progress. 2018/2019 results will be used as a benchmark for 2019/2020.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All Group(s)]	☐ Students with Disabilities	☐ [Specific Student

OR

Location(s)	☐ All schools	☐ Specific Schools:	☐ Specific
	Grade spans:		

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☐ LEA-wide	☒ Schoolwide OR	☐ Limited to
	Unduplicated Student Group(s)		

OR

Location(s)	☐ All schools	☐ Specific Schools:	☐ Specific
	Grade spans:		

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Renew and expand of the Achieve 3000 program to assist students in developing their reading skills and increasing their lexile levels in preparation for college and career readiness. Independent study students reading below grade level will be required to attend a reading skills lab for a minimum of two hours per week.	Replace Achieve 3000 with NWEA's Measures of Academic Progress (MAP) quarterly benchmark tests in reading, language arts, and math for all students.	NWEA's MAP Quarterly Assessments will be utilized in coordination Edmentum's Exact Path curriculum to track the ELA and math progress performance all students, 9 through 12, throughout the year. Data from the Quarterly Benchmarks will be used to guide instruction.
All students, with math skills below grade level, including independent study students will be required to attend a minimum of 90 minutes per	Adopt Edmentum's Exact Path prescriptive curriculum which works in conjunction with MAP and is closely aligned with grade level language arts and math common core state standards.	Mandatory individualized tutoring will be scheduled for students not making sufficient weekly progress. Designated math and language arts tutorial labs will be required for all independent study students with reading and math skills below grade level.

week of a Math skills lab.

1 FTE of a certificated teacher to oversee skills labs (2 math and 2 language arts) to accommodate both classroom based and Independent study students

.80 FTE of a certificated teacher to oversee the credit recovery lab four days per week for two hours per day.

Additional technology and supplemental resources designed to assist all students, especially English learners to increase their reading and math skills.

All core curriculum teachers will receive professional development and continued training in common core/differentiated instruction. Annual professional development plan will reflect school efforts to enhance common core instruction. SOUL will continue to contract with the Common Core Institute for processional development, and contract with Fresno Unified School District for annual training on the ELD standards. Professional development for teachers to assist with understanding and implementing Literacy and English language development standards.

All teachers will incorporate language development into their course curriculum, focusing on reading, writing, and vocabulary development. Weekly lesson plans will clearly reflect all literacy and ELD standards.

Develop and update all core curricula to assist teachers in preparing students for common core assessments.

Under the supervision of a teacher, all students, including independent study students with math skills below grade level, will be required to attend a minimum of 90 minutes per week of a Math skills lab.

1 FTE of a certificated teacher to oversee skills labs (2 math and 2 language arts) to accommodate both classroom based and Independent study students

.80 FTE of a certificated teacher to oversee the credit recovery lab four days per week for two hours per day.

Additional technology and supplemental resources designed to assist all students, especially English learners to increase their reading and math skills. All core curriculum teachers will receive professional development and continued training in common core/differentiated instruction. Additional technology and supplemental resources designed to assist all students, especially English learners 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 plan will reflect school efforts to enhance common core instruction and student performance. SOUL will continue to contract with the K-12 Center for College & Career Readiness for professional development, and contract with Fresno Unified School District for annual training on the ELD standards. Professional development for teachers to assist with understanding and implementing Literacy and English language development standards.

All teachers will incorporate language and literacy development into their course curriculum, focusing on reading, writing, and vocabulary development. Weekly lesson plans will clearly reflect all literacy and ELD standards.

Professional development for teachers to

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1 FTE of a certificated teacher to oversee skills labs (2 math and 2 language arts) to accommodate both classroom based and Independent study students

.80 FTE of a certificated teacher to oversee the credit recovery lab four days per week for two hours per day.

Additional technology and supplemental resources designed to assist all students, especially English learners 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 plan will reflect school efforts to enhance common core instruction and student performance. SOUL will continue to contract with the K-12 Center for College & Career Readiness for professional development, and contract with Fresno Unified School District for annual training on the ELD standards. Professional development for teachers to assist with understanding and implementing Literacy and English language development standards.

All teachers will incorporate language and literacy development into their course curriculum, focusing on reading, writing, and vocabulary development. Weekly lesson plans will clearly reflect all literacy and ELD standards.

Professional development for teachers to assist with understanding and implementing Literacy and English language development standards.

assist with understanding and implementing Literacy and English language development standards.

All teachers will incorporate language and literacy development into their course curriculum, focusing on reading, writing, and vocabulary development. Weekly lesson plans will clearly reflect all literacy and ELD standards.

2017-18

Amount: $230,500

Source: LCFF Base /Title I/Title II

Budget Reference: LCFF Base (General Fund Unrestricted-Certificated Salaries= 135,000; Professional Development= 18,000; Curriculum= $26,500, Technology =$ 20,000 Title I = 25,000 Title II- $6,000

2018-19

Amount: $230,500

Source: LCFF Base /Title I/Title II

Budget Reference: LCFF Base (General Fund Unrestricted-Certificated Salaries= 135,000; Professional Development= 18,000; Curriculum= $26,500; Technology =$ 20,000 Title I = 25,000 Title II- $6,000

2019-20

Amount: $260,500

Source: LCFF Base /Title I/Title II/ESSA-CSI

Budget Reference: LCFF Base (General Fund Unrestricted-Certificated Salaries= 165,000; Professional Development= 18,000; Curriculum= $26,500; Technology =$ 20,000 Title I = 25,000 Title II- $6,000

☐ New ☐ Modified ☒ Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Nearly 95% of students who enroll at SOUL are credit deficient. More than 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 12th grade year and 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. The 2016 target graduation rate (which reflects the 2014/2015 school year) was 41.25%. SOUL has met its target graduation rate since the 2011/2012 school year. SOUL will continue to set as it goal to meet or exceed its graduation rate each year for the next three years. Using the 2014/2015 Cohort Dropout Rate of 47.1 as a baseline, SOUL's dropout rate will decrease by 5% per year. SOUL's internal graduation rate in 2018 was 95%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Meet or Exceed 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	47%	42% for all subgroups	37% for all subgroups	32% for all subgroups
School Internal Graduation Rate	2015/2016 Internal Graduation Rate of 95%	95% for all subgroups	95% for all subgroups	95% for all subgroups

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Location(s)	☒ All schools	Scope of Services	☐ LEA-wide Group(s)	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student
	☐ Specific Schools:					
	☐ Specific Grade spans:					

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Assign case manager position 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, such as the guidance dean and truancy prevention officer to ensure that the seniors have the resources they need to successfully complete their studies.	Assign case manager position 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, such as the guidance dean and truancy prevention officer to ensure that the seniors have the resources they need to successfully complete their studies.	Assign case manager position 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, such as the guidance dean and truancy prevention officer 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. After-school tutoring will be made available three afternoons per week to assist students who need additional help to pass their classes.

Career Counselor (.5 FTE) to provide college readiness preparation for all 12th grade students and conduct career assessments for all | 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 to | 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 |

12th grade students on track to graduate. Also 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.

provide college readiness preparation for all 12th grade students and conduct career assessments for all 12 grade students on track to graduate. Also 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.

to provide college readiness preparation for all 12th grade students and conduct career assessments for all 12 grade students on track to graduate. Also 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$105,000	Amount	$105,000	Amount	$150,000
Source	LCFF Concentration/Supplemental/ Title I	Source	LCFF Concentration/Supplemental/ Title I	Source	LCFF Concentration/Supplemental/ Title I/ESSA CSI
Budget Reference	LCFF Base (General Fund Unrestricted-Classified Salaries) = $70,000 Title I = 35000	Budget Reference	LCFF Base (General Fund Unrestricted-Classified Salaries) = $70,000 Title I = 35000	Budget Reference	LCFF Base (General Fund Unrestricted-Classified Salaries) = $105,000 Title I = 35000

Goal 3

☐ New   ☐ Modified   ☒ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☒ 5   ☒ 6   ☐ 7   ☒ 8

COE   ☐ 9   ☐ 10

LOCAL

Identified Need

School data has revealed a strong correlation between student connectedness and positive attendance and behavior. Notwithstanding recent gains in student participation in extracurricular activities and community service projects, 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 discipline and attendance data on an annual basis and make recommendations for program changes to improve attendance and decrease suspensions. 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 other family dysfunctions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA to Enrollment	90%	90% for all subgroups	90% for all subgroups	90% for all subgroups
2015/16 SARC Suspension Rate	14.6	12.6 for all subgroups	10.6 for all subgroups	8.6 for all subgroups
2015/2015 Expulsion Rate	<2%	<2%	<2%	<2%
Career Education Courses	5 courses	6 courses	7 courses	8 courses

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Location(s)	☐ All schools	☐ Specific Schools:	Scope of Services	☐ LEA-wide Group(s)	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student

		☐ Specific Grade spans:					

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SOUL will provide greater flexibility in scheduling of classes to increase student attendance and academic performance through a blended learning model to more highly engage students in learning and, as a result, decrease student misbehavior. SOUL will continue to seek ways to expand course offerings to increase student interest and learning. SOUL will revisit the afternoon block scheduling format for the 2017/2018 school year to encourage a higher level of engagement for all classroom-based students. The 2017/2018 block schedule will include specific skills labs designated for independent study students (primarily English learners) or who are skill deficient in math and reading. The block scheduling format will also allow more students to participate in career oriented activities. 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 will provide greater flexibility in scheduling of classes to increase student attendance and academic performance through a blended learning model to more highly engage students in learning and, as a result, decrease student misbehavior. SOUL will continue to seek ways to expand course offerings to increase student interest and learning. SOUL will revisit the afternoon block scheduling format for the 2017/2018 school year to encourage a higher level of engagement for all classroom-based students. The 2017/2018 block schedule will include specific skills labs designated for independent study students (primarily English learners) or who are skill deficient in math and reading.	SOUL will provide greater flexibility in scheduling of classes to increase student attendance and academic performance through a blended learning model to more highly engage students in learning and, as a result, decrease student misbehavior. SOUL will continue to seek ways to expand course offerings to increase student interest and learning. SOUL will revisit block scheduling format for both morning and afternoon program during the 2019/2020 school year to encourage a higher level of engagement for all classroom-based students. The 2019/2020 block schedule will include specific skills labs designated for independent study students (primarily English learners) or who are skill deficient in math and reading. The block scheduling format will also allow more students to participate in career oriented activities.

To address transportation barriers, SOUL will provide bus tokens to each student, which will reduce non-attendance.

To increase student engagement and career preparedness, among SOUL students, SOUL will add one additional CTE course during the 2017/2018school year.

Provide student Incentives to promote attendance and student achievements. Students will be recognized throughout the year for their academic achievements, attendance participation and community service.

The block scheduling format will also allow more students to participate in career oriented activities.

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.

To address transportation barriers, SOUL will provide bus tokens to each student, which will reduce non-attendance.

To increase student engagement and career preparedness, among SOUL students, SOUL will add one additional CTE course during the 2018/2019 school year.

Provide student Incentives to promote attendance and student achievements. Students will be recognized throughout the year for their academic achievements, attendance participation and community service.

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.

To address transportation barriers, SOUL will provide bus tokens to each student, which will reduce non-attendance.

To increase student engagement and career preparedness, among SOUL students, SOUL will add one additional CTE course during the 2019/2020 school year.

Provide student Incentives to promote attendance and student achievements. Students will be recognized throughout the year for their academic achievements, attendance participation and community service.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$ 185,000	$ 185,000	$ 205,000
Source	LCFF Base/Title I/Title II	LCFF Base/Title I/Title II	LCFF Base/Title I/Title II/ESSA CSI
Budget Reference	LCFF Base (General Fund Unrestricted: Classified Salaries = $150,000, Certificated Salaries= $25,000 Title 1= 10,000	LCFF Base (General Fund Unrestricted: Classified Salaries = $150,000, Certificated Salaries= $25,000 Title 1= 10,000	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

☐ New   ☐ Modified   ☒ Unchanged

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

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, 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. Increased efforts must be made to involve and engage parents in their children's education. The goal remained unchanged but the annual measurable outcomes were adjusted to align with new charter goals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Meeting Attendance	100% for all subgroups	100% for all subgroups	100% for all subgroups	100% for all subgroups
Parent Survey	80% satisfaction for all subgroups	80% Satisfaction for all subgroups	80% satisfaction for all subgroups	80% satisfaction for all subgroups

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services	Location(s)
☒ English Learners ☒ Foster Youth ☒ Low Income	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
To address truancy, SOUL will utilize a Truancy Prevention/ Parent Liaison to organize parent advisory meetings, make home visits when necessary, and assist with the scheduling of student study teams for truant students. The Liaison will oversee increased home-school communication efforts between all SOUL staff and SOUL parents and oversee the administration of the parent surveys.

Continue Success for Life counseling/workshops to assist all students and their parents in removing barriers to success through responsible decision making, accountability, and making good choices.

Parents will be surveyed three times per year: in the fall, at the beginning of the second semester and at the end of the school year to identify their input as to how to increase parent engagement. | To address truancy, SOUL will utilize a Truancy Prevention/ Parent Liaison to organize parent advisory meetings, make home visits when necessary, and assist with the scheduling of student study teams for truant students. The Liaison will oversee increased home-school communication efforts between all SOUL staff and SOUL parents and oversee the administration of the parent surveys.

Continue Success for Life counseling and workshops to assist all students and their parents in removing barriers to success | To address truancy, SOUL will utilize a Truancy Prevention/ Parent Liaison to organize parent advisory meetings, make home visits when necessary, and assist with the scheduling of student study teams for truant students. The Liaison will oversee increased home-school communication efforts between all SOUL parents and oversee the administration of the parent surveys.

Continue Success for Life counseling/workshops to assist all students and their parents in removing barriers to success through responsible decision making, accountability, and making good choices. |

Parents of student with attendance and behavior concerns will meet at least once per month with the Case Manager, who will work with both parents and students to develop strategies to become successful learners.

SOUL will seek to increase the number of parents with online accounts in the school's student information system, School Pathways, so that parents can access their child's attendance and grades at any time.

through responsible decision making, accountability, and making good choices.

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

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Parents of student with attendance and behavior concerns will meet at least once per month with the Case Manager, who will work with both parents and students to develop strategies to become successful learners.

SOUL will seek to increase the number of parents with online accounts in the school's student information system, School Pathways, so that parents can access their child's attendance and grades at any time.

Parents of student with attendance and behavior concerns will meet at least once per month with the Case Manager, who will work with both parents and students to develop strategies to become successful learners.

SOUL will seek to increase the number of parents with online accounts in the school's student information system, School Pathways, so that parents can access their child's attendance and grades at any time.

BUDGETED EXPENDITURES

2017-18

Amount	$55,000
Source	LCFF Concentration & Supplemental/ Title I
Budget Reference	General Fund – Unrestricted (Classified Salaries)= $25,000 (Professional Development=$10,000 Title 1= $20,000

2018-19

Amount	$55,000
Source	LCFF Concentration & Supplemental/ Title I
Budget Reference	General Fund – Unrestricted (Classified Salaries)= $25,000 (Professional Development=$10,000 Title 1= $20,000

2019-20

Amount	$65,000
Source	LCFF Concentration & Supplemental/ Title I
Budget Reference	General Fund – Unrestricted (Classified Salaries)= $35,000 (Professional Development=$10,000 Title 1= $20,000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☐ 2017–18 ☐ 2018–19 ☒ 2019–20		

Estimated Supplemental and Concentration Grant Funds:	$ 653,890	Percentage to Increase or Improve Services:	5 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Demonstration of Increased or Improved Services for Unduplicated Pupils

Examples of how services to unduplicated students increased and were improved are listed below:

The School of Unlimited Learning's student population is 96% low income. Services to unduplicated students struggling with reading were increased by scheduling one full-time equivalent teacher to provide specialized English and math intervention instruction to students.

Services to English learners increased and improved as indicated on pre and posttest results and Smarter Balanced performance results. A tutorial lab schedule was developed specifically for English learners who were with deficient skills in English and math. Tutorial labs consisted of 90 minutes per week minimum in both reading and math. Students with deficiencies in reading and math were assigned a reading and/or math prescription to bring them to grade level.

Case management and truancy prevention support staff were instrumental in working with at-risk students and their families on identifying barriers that affect student attendance and performance. Increased contact with students through home visits, school meetings, and phone contact created a more positive environment for students. A guidance dean was instrumental in providing resources to students with attendance and behavioral concerns to increase attendance and develop a more positive and responsible attitude toward school.

SOUL's credit recovery classes provided all of our credit-deficient seniors (93% of whom were identified low-income) opportunities to earn additional credits through a self-paced curriculum. The career counselor was effective in preparing our seniors for post-secondary transition.

During the 2018/2019 school year, Plato's self-paced prescription in reading and math was replaced with NWEA's Measures of Academic Progress, and the accompanying Edmentum Exact Path prescriptive curriculum. The transition to MAP and Exact Path is closely aligned to Smarter Balanced testing and state standards. Once students completed their MAP testing, their scores were uploaded into Exact Path, which generated a specific prescription based on the students' gaps. Time was set aside each week for students to work specifically on their Exact Path prescriptions in math, reading, and language arts to increase their knowledge of state standards and performance on standardized testing. The advantage of NWEA and Exact Path is that it provides indicator data on all students, grades 9 through 12, as opposed to solely relying on CASSPP Smarter Balanced Test scores for 11th graders. Moreover, it is a valid indicator for college and career readiness.

During the 2018/2019 school year, in alignment with professional development training, all core curricula were reviewed and updated where needed.

The block scheduling of afternoon classes worked successfully for the new elective courses by providing more time for students to meet. It also provided additional teacher time for tutorial labs, primarily for independent study students with deficiencies in reading and math.

Parent meetings were scheduled as reflected in SOUL's annual parent involvement plan. A greater percentage of parents participated in scheduled meetings with counselors and case managers throughout the year. During the 2017/2018 school year, 100% of all parents attended at least one meeting, since it is mandatory for parents to attend an initial orientation upon enrollment.

The use of targeted funds will ensure the ability to provide additional support and services for low income, foster youth, and English learners. Additional supports include providing coaching and professional development for teachers, increasing para educator and support staff, funding to support extended learning time, tutorial time, and supports for increasing parent engagement. Additional training will be provided and curriculum will be purchased to more effectively implement the English Language Development standards.

The school's Governing Council will determine how to best utilize these supplemental dollars to enhance instructional opportunities for Low Income, Foster Youth and English Learners. Support and services are identified and monitored through the school's Single Plan for Student Achievement (SPSA).