



**FRESNO ECONOMIC OPPORTUNITIES COMMISSION  
SOUL GOVERNING COUNCIL MEETING  
Virtual- Ring Central**  
<https://v.ringcentral.com/join/502930246>  
Phone (623) 404-9000

February 28, 2022 at 1:00 p.m.

**Agenda**

		<u>Presenter</u>	<u>Motion</u>	<u>Page</u>
I.	<b>CALL TO ORDER</b>	Dr. Terry Allen		
II.	<b>ROLL CALL</b>	Commissioner Rodgers		
III.	<b>SUPPLEMENT to the ANNUAL UPDATE 2021-22 LOCAL CONTROL ACCOUNTABILITY PLAN</b>	Susan Lopez	Information	2
IV.	<b>OTHER BUSINESS</b> The next meeting is scheduled on Tuesday, March 8, 2022.	Dr. Terry Allen		
IV.	<b>PUBLIC COMMENTS</b> (This portion of the meeting is reserved for persons wishing to address the Council on items within jurisdiction but not on the agenda. Comments are limited to three minutes).			
V.	<b>ADJOURNMENT</b>			

## SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

<b>Date:</b> February 28, 2022	<b>Program:</b> School of Unlimited Learning
<b>Agenda Item #:</b> III	<b>Director:</b> Susan Lopez, Principal
<b>Subject:</b> Supplement to the Annual Update 2021-22 Local Control Accountability Plan	<b>Officer:</b> Michelle L. Tutunjian

### Background

The information presented below is intended to keep the Governing Council apprised on the Supplement to the Annual Update 2021-22 Local Control Accountability Plan (LCAP).

Section 124(e) of Assembly Bill 130 requires Local Educational Agencies to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

Upon presentation of information, SOUL’s Supplement to the Annual Update - LCAP will be submitted to the California Department of Education prior to March 1, 2022 and publically posted on Fresno EOC’s website at [www.fresnoeoc.org/soul](http://www.fresnoeoc.org/soul).

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
School of Unlimited Learning	Susan Lopez, Principal	<a href="mailto:Susan.lopez@fresnoeoc.org">Susan.lopez@fresnoeoc.org</a> 559-500-5076

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The School of Unlimited Learning (SOUL) has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. SOUL will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA), ESSER funds, and Educator Effectiveness Block Grant funds during the LCAP community partners’ engagement opportunities in the first half of 2022.

The plan was presented to its Governing Council which consists of parents, community members, staff, and student representatives. The plan was also presented at the September Parent meeting and the English Learners Advisory Council meeting in September. Additionally, the plan is posted on its website. Staff reviews the plan at the beginning of the year, mid-year, and will do so at the end of the year.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

SOUL does not receive enough additional concentration grant funding to hire additional staff, but instead we use it to retain staff to provide direct service to students at our site with greater than 55% unduplicated students by providing staff development opportunities regarding how to best serve these students and families

The direct increased/improved services that this will provide to students include additional counseling services and training for teachers regarding how to best serve this population.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

SOUL has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as SOUL sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following links indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan <https://fresnoeoc.org/soul/>
- Expanded Learning Opportunities Grant Plan <https://fresnoeoc.org/soul/>
- Local Control and Accountability Plan <https://fresnoeoc.org/soul/>
- ESSER III Expenditure Plan <https://fresnoeoc.org/soul/>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan Health and safety of students, educators, and other staff

Successes: All classrooms and staff offices have been provided with an air purifier to address the indoor air quality. The air ventilation system has been assessed and the work for an updated/improved system is in progress.

Challenges: The winter months have prohibited outdoor learning hubs due to inclement weather, therefore students continue to meet with teachers, support staff and tutors indoors. Space to provide additional services with social distancing protocol has posed challenges.

Continuity of services

Successes: Every student has a case manager who is working closely with students assisting them in accessing resources to remove barriers to their academic and personal success. Staff works as a team to ensure that students are supported in academics,

social & emotional wellness and addressing personal challenges that are impacting their education and progress towards graduation. Students are also offered elective classes that meet once a week on campus in a classroom setting.

Challenges: Due to the increase in COVID cases in Fresno County, maintaining regular attendance by both students and staff has been a challenge. Following CDC guidelines, students/staff who test positive, or who have a known exposure to the Covid-19 virus, must quarantine. While contact is maintained between students and staff during quarantine, an absence from campus is detrimental to student participation in the network of services provided during in-person attendance.

#### Implementation of the ESSER III Expenditure Plan

Successes: ESSER funds have provided SOUL the resources to provide additional staff to address social/emotional needs of our students. They have also provided funds for a Home School Liaison to help with our parent communication and to address attendance issues as they appear. These funds also have allowed SOUL to purchase items such as air purifiers and other personal protection equipment.

Challenges: COVID pandemic has limited access to students and parents. We have implemented protocols to provide a safe environment but some parents still feel uneasy attending on-site meetings. Virtual meetings are offered but technology issues in the home are a problem.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

#### Safe Return to In-Person Instruction and Continuity of Services Plan

SOUL used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by allocating resources to implement strict COVID pandemic protocols which include but are not limited to screening at door, rapid COVID test available on site, home rapid self-tests are provided to any parent requesting one.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by addressing the need more an increase in parent involvement (Goal 4).

#### ESSER III Expenditure Plan

SOUL used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by providing additional staffing in the area of social/emotional learning and providing staff development to increase effective teaching strategies.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by addressing the need to increase reading and math skills (Goal 1) and increase the graduation rate (Goal 2).

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Mid-Year LCAP Update

February 28, 2022

Susan Lopez

Principal

**School of Unlimited Learning**

# Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

# Impact to the Budget Overview for Parents

When the School of Unlimited Learning adopted our LCAP and Budget in June, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Actual Amount per Budget Act
Total LCFF Funds	\$2,431,332	\$1,810,260
LCFF Supplemental/ Concentration Grants	\$642,312	\$172,121

# Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

1. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
2. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

# Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

3. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
4. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.  
[i.e., the ESSER III Plan]

# Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

5. A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

# Prompt 1: Educational Partner Engagement for Budget Act funds:

- The School of Unlimited Learning (SOUL) has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. SOUL will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA), ESSER funds, and Educator Effectiveness Block Grant funds during the LCAP community partners' engagement opportunities in the first half of 2022.
- 
- The plan was presented to its Governing Council which consists of parents, community members, staff, and student representatives. The plan was also presented at the September Parent meeting and the English Learners Advisory Council meeting in September. Additionally, the plan is posted on its website. Staff reviews the plan at the beginning of the year, mid-year, and will do so at the end of the year.

## Prompt 2: Use of additional Concentration Funding:

- SOUL does not receive enough additional concentration grant funding to hire additional staff, but instead we use it to retain staff to provide direct service to students at our site with greater than 55% unduplicated students by providing staff development opportunities regarding how to best serve these students and families
- The direct increased/improved services that this will provide to students include additional counseling services and training for teachers regarding how to best serve this population.



## Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

- SOUL has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as SOUL sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.
- The following links indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.
  - Learning Continuity and Attendance Plan <https://fresnoeoc.org/soul/>
  - Expanded Learning Opportunities Grant Plan <https://fresnoeoc.org/soul/>
  - Local Control and Accountability Plan <https://fresnoeoc.org/soul/>
  - ESSER III Expenditure Plan <https://fresnoeoc.org/soul/>

# Prompt 4: Implementation of the ESSER III Expenditure Plan:

## Implementation of the ESSER III Expenditure Plan

- Successes: ESSER funds have provided SOUL the resources to provide additional staff to address social/emotional needs of our students. They have also provided funds for a Home School Liaison to help with our parent communication and to address attendance issues as they appear. These funds also have allowed SOUL to purchase items such as air purifiers and other personal protection equipment.
- Challenges: COVID pandemic has limited access to students and parents. We have implemented protocols to provide a safe environment but some parents still feel uneasy attending on-site meetings. Virtual meetings are offered but technology issues in the home are a problem.

# Prompt 5: Using fiscal resources consistent with LCAP:

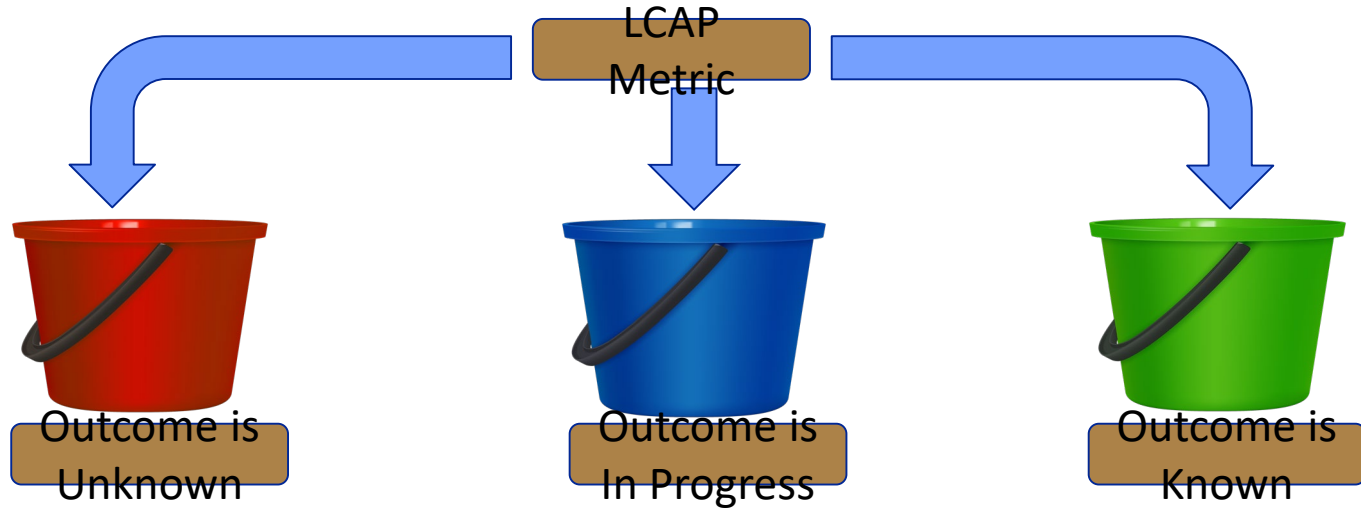
## Safe Return to In-Person Instruction and Continuity of Services Plan

- SOUL used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by allocating resources to implement strict VOCID pandemic protocols which include but are not limited to screening at door, rapid COVID test available on site, home rapid self-tests are provided to any parent requesting one.
- The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by addressing the need more an increase in parent involvement (Goal 4).

## ESSER III Expenditure Plan

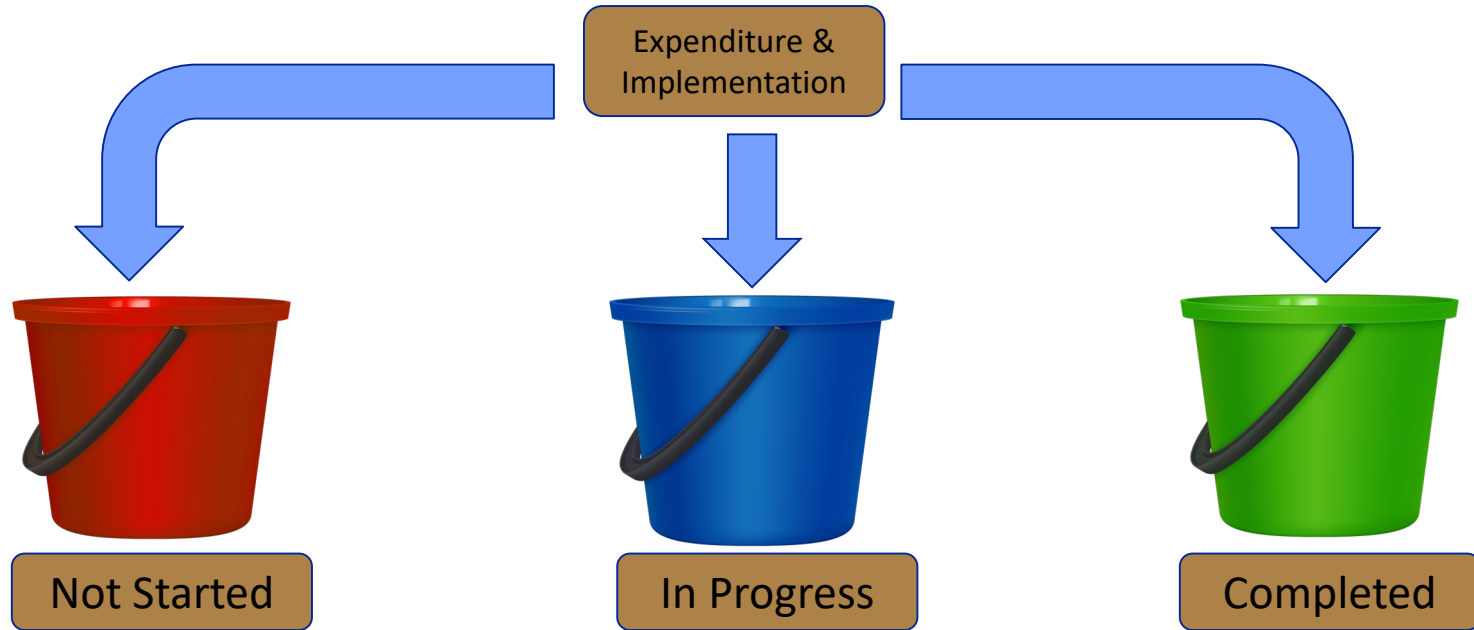
- SOUL used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by providing additional staffing in the area of social/emotional learning and providing staff development to increase effective teaching strategies.
- The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by addressing the need to increase reading and math skills (Goal 1) and increase the graduation rate (Goal 2).

# Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

# Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

# LCAP Goal 1

*Improve student academic performance and College and Career Readiness by increasing Reading and Math levels of all SOUL students.*

# LCAP Goal 1 - Metrics

<b>Metric</b>	<b>2020-21 Baseline</b>	<b>Desired Outcome for 2023-24</b>	<b>2021-22 Mid-Year Update</b>	<b>Status</b>
<i>SBAC Language Arts</i>	<i>19% of students met or exceeded English Language Arts standard in 2019</i>	<i>8% growth above baseline will meet or exceed standard for all subgroups</i>	<i>Unavailable – SBAC not given in Spring 2021</i>	<i>In Progress</i>
<i>SBAC Math</i>	<i>0% of students met or exceeded Math standard in 2019</i>	<i>5% growth above baseline will meet or exceed standard for all subgroups</i>	<i>Unavailable – SBAC not given in Spring 2021</i>	<i>In Progress</i>
<i>NWEA MAP Reading</i>	<i>33% of students met or exceeded target growth in Spring 2021</i>	<i>10% growth over baseline year</i>	<i>34% growth over baseline year</i>	<i>In Progress</i>
<i>NWEA MAP Math</i>	<i>38% of students met or exceeded target growth in Spring 2021</i>	<i>6% growth over baseline year</i>	<i>18% growth over baseline year</i>	<i>In Progress</i>

# LCAP Goal 1 - Actions

<b>Action Title</b>	<b>Budgeted Expenditure</b>	<b>Estimated Actuals (1st Interim)</b>	<b>Implementation Note</b>
<i>Increase in NWEA's MAP scores</i>	<i>\$71,807</i>	<i>\$43,802</i>	<i>Additional staff was hired to provide tutoring to students.</i>
<i>Increase in SBAC scores</i>	<i>\$36,826</i>	<i>\$22,463</i>	
<i>Monitoring of Student Benchmark Data</i>	<i>\$11,775</i>	<i>\$7,182</i>	<i>Coordinator of Curriculum &amp; Instruction monitors student assessment data tri-annually. Teachers receive student reports and discuss with students.</i>
<i>Curriculum Development and Teacher Training</i>	<i>\$19,958</i>	<i>\$7,000</i>	<i>Faculty and Administration have begun the development of new curriculum to address any changes in content standards the last 10 years. Staff is attending professional development both on-site and at educational conferences.</i>



## LCAP Goal 2

*Create greater student access to post-secondary opportunities by increasing school graduation rates.*

# LCAP Goal 2 - Metrics

<b>Metric</b>	<b>2020-21 Baseline</b>	<b>Desired Outcome for 2023-24</b>	<b>2021-22 Mid-Year Update</b>	<b>Status</b>
CDE annual minimum graduation rate for school	Target school graduation rate set by CDE	Meet or exceed target graduations rate set by CDE	Mid-year graduation for first time in SOUL history.	In Progress
CDE Cohort dropout rate	32% for all subgroups	24% for all subgroups		In Progress
School internal graduation rate	2019/2020 internal graduation rate of 95%	Internal graduation rate of 95%		In Progress

# LCAP Goal 2 - Actions

<b>Action Title</b>	<b>Budgeted Expenditure</b>	<b>Estimated Actuals (1st Interim)</b>	<b>Implementation Note</b>
Case Management Support	\$39,630	\$24,174	Case managers meet with students after each appointment.
Personal Learning Plans	\$31,600	\$19,276	Career Center staff update PLPs throughout the year.
Career Counseling	\$48,558	\$29,620	Career Center staff conduct interviews with students in terms of future goals.
Additional Tutoring	\$42,455	\$25,897	Dedicated staff offers tutoring to students.

# LCAP Goal 3

*Increased student connectedness and expansion of career education*

# LCAP Goal 3 - Metrics

<b>Metric</b>	<b>2020-21 Baseline</b>	<b>Desired Outcome for 2023-24</b>	<b>2021-22 Mid-Year Update</b>	<b>Status</b>
ADA to enrollment	90% ADA	94% for all subgroups	93%	In Progress
Career Education Courses	Reinstatement of five career education courses that were cancelled due to COVID pandemic	SOUL will offer eight career education courses	Career education courses are still suspended due to COVID pandemic	In Progress
Student participation	50% of all students will participate in career, leadership, and/or co-curricular activities	70% of all students will participate in career, leadership, and/or co-curricular activities	Interact Club is currently the only opportunity offered. 14 (7%) students are presently participating.	In Progress

# LCAP Goal 3 - Actions

<b>Action Title</b>	<b>Budgeted Expenditure</b>	<b>Estimated Actuals (1st Interim)</b>	<b>Implementation Note</b>
Flexibility in scheduling	\$39,630	\$24,174	Staffing changes to provide 2 teachers per subject so students have more flexibility in attending classes.
Increased Case Management services	\$112,069	\$68,362	Students are now assigned to specific Case Managers based on need. Social/Emotional coach has been hired and is providing additional services to students at highest risk.
Expansion of Career Education Courses	\$30,000	\$18,300	New Hybrid courses offered to students in the areas of career exploration and preparation.
Increased student recognition and incentives	\$10,000	\$4,000	Held a December graduation ceremony. Providing gift cards as incentive for student achievement and family referrals to SOUL.
Removal of transportation barriers	\$18,500	\$11,285	Bus tickets provided to students to get to and from school appointments.
Social/Emotional Intervention	\$110,617	\$67,476	Additional staff and staff training to address social/emotional needs of students.

# LCAP Goal 4

*Increased services to parents*

# LCAP Goal 4 - Metrics

<b>Metric</b>	<b>2020-21 Baseline</b>	<b>Desired Outcome for 2023-24</b>	<b>2021-22 Mid-Year Update</b>	<b>Status</b>
Parent meeting attendance	100% for all subgroups	100% for all subgroups	100% for all subgroups	In Progress
Parent Survey Data	90% satisfaction for all subgroups	90% satisfaction for all subgroups	90% satisfaction for all subgroups	In Progress
Parent workshops and training	4 workshops/trainings per year	8 workshops/trainings per year	4 workshops/trainings have been held this year	In Progress



# LCAP Goal 4 - Actions

<b>Action Title</b>	<b>Budgeted Expenditure</b>	<b>Estimated Actuals (1st Interim)</b>	<b>Implementation Note</b>
Home/School Liaison	\$38,127	\$23,257	Changed job description to incorporate additional duties for Receptionist to address attendance issues with targeted families.
Case Management services for parents	Inc	Inc	
Counseling, trainings, and workshops for parents and students	\$20,391	\$1750	Social/Emotional Intervention Specialist is providing parent outreach, services and curriculum to address family needs.

# Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, the School of Unlimited Learning is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

Questions?