

**FRESNO ECONOMIC OPPORTUNITIES COMMISSION
SOUL GOVERNING COUNCIL MEETING
Virtual- Ring Central
<https://v.ringcentral.com/join/409828411>
Phone (623) 404-9000**

**May 10, 2022 at 8:30 a.m.
Agenda**

	<u>Presenter</u>	<u>Motion</u>	<u>Page</u>
1. CALL TO ORDER	Dr. Terry Allen		
2. ROLL CALL	Commissioner Rodgers		
3. APPROVAL OF MINUTES April 5, 2022 Meeting Minutes	Dr. Terry Allen	Approve	1
4. PROPOSED MEETING DATES 2022-2023	Dr. Terry Allen	Approve	3
5. ELECTION OF OFFICERS	Dr. Terry Allen	Approve	4
6. BY-LAWS SUB-COMMITTEE REPORT	Dr. Terry Allen	Approve	5
7. FINANCE SUB-COMMITTEE REPORT	Susan Lopez	Approve	7
8. FACULTY PAY SCHEDULE	Susan Lopez	Approve	9
9. 2022-2023 LCAP	Susan Lopez	Approve	11
10. SOUL UPDATE: PRINCIPAL REPORT	Susan Lopez	Information	32
11. SOUL STUDENT CAREER FAIR	Patricia Billeadeau	Information	33
12. SOUL GRADUATION 2022	Rena Failla	Information	34
13. OTHER BUSINESS The next Governing Council meeting is scheduled for September 13, 2022.	Dr. Terry Allen		
14. PUBLIC COMMENTS (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).			
15. ADJOURNMENT			

FRESNO EOC SCHOOL OF UNLIMITED LEARNING
GOVERNING COUNCIL MEETING
On-Line through Ring Central
Tuesday, April 5, 2022
MINUTES

1. Meeting called to order by Dr. Terry Allen 8:34 a.m.

2. Roll call facilitated by Dr. Terry Allen. Susan Lopez apologized that Felicia Olais' name was inadvertently omitted from the attendance roster last month. It will be listed from this point forward.

Voting Members	Present	Excused	Absent	Staff	Present	Excused	Absent	Non-Voting Member	Present	Excused	Absent	Guests
Terry Allen, Ed.D., Chair Retired Teacher Representative	X			Michelle Tutunjian	X			Felicia Olais			X	
Edward Avila, Fresno EOC Commissioner	X			Emilia Reyes		X						
Jeff Davis, Training and Employment Director, Fresno EOC			X									
Larry Metzler, Cultural Arts Rotary Interact Club	X											
Mike Petrovich Ph.D., Retired Mental Health Representative	X											
Chuck Riojas, Community Member			X									
Jimi Rodgers, Fresno EOC Commissioner			X									
Jeanne Starks, Retired Law Enforcement Juvenile Probation		X										
Jane Thomas, Director EOC Health Services, Julio Romero (Alternate)	X											
Benita Washington, FSU Social Worker Representative	X											
Parent Rep Maria Amaro Morales, Vice Chair			X									
Student Rep's Daniel Gamez, Leah Soliz (2) Alternate Student Rep Sunshine Frausto	X		X									
Felicia Olais, FUSD Representative			X									
Susan Lopez, Staff Representative Principal	X											
Rena Failla, Staff Representative, Guidance Coordinator		X										
Courtney Griffin, Staff Representative, Guidance Dean	X											
Sam Hairston, Staff Representative- Career Services	X											
Sandy Lomelino, Staff Representative. Coordinator of Curriculum & Instruction	X											
Patricia Billeadeau, Interact Representative	X											

3. **Approval of Minutes**

The March 8, 2022 minutes were approved as read. M/S/C Griffin/Metzler

4. **Local Control Accountability Plan (LCAP) Update**

Susan Lopez shared she has selected an LCAP committee to help prepare the 2022-2023 LCAP for submission. The items that will be included in the LCAP are: 1) Budget Overview for Parents, 2) Supplement to the 2021-2022 LCAP, 3) LCAP Action Tables. Lopez presented a timeline to assist the committee with the completion deadline for the final LCAP document in order to receive Council approval and submission to the State Department of Education in May 2022.

5. **SOUL Updates: Principal Report**

- Lopez presented the data on SOUL's demographic information for the school enrollment and updates.
- Fresno EOC Marketing did a fantastic job in the development and design of the advertisement flyer. Lopez highlighted the demographics displayed on the flyer. It will be a great tool for recruitment.
- Seven staff members attended the Charter Schools Conference in Long Beach. Sandy Lomelino shared it was a very successful trip, there were over 2000 participants. A large variety of workshops, and resources were presented that SOUL will benefit from.

6. SOUL Interact Club Update

Patricia Billeadeau reported that the Interact Club students have completed 285 volunteer hours.

The Cultural Arts Rotary Club of Fresno are donating two \$500.00 scholarships for our graduating seniors. The applicants must submit their application by May 2, 2022 and be interviewed by the Cultural Arts Rotary panel on May 9, 2022.

In preparation for our graduation the Interact Club students are assembling 50 backpacks to give to each graduating senior.

In conjunction with the Cultural Arts Rotary, SOUL will host a Career Fair for our student body, at the School of Unlimited Learning, Friday, May 20, 2022 from 8:30 am – 1:30 pm. Presenters will highlight careers in: 1) Education 2) Mental Health 3) Legal Profession 4) Health and Dental 5) Cosmetology 6) Trade and Apprenticeship occupations.

7. SOUL Graduation 2022

SOUL's Spring Graduation Ceremony will be held at the Sanctuary Theater, Tuesday, June 7th, Wednesday, June 8th and Thursday, June 9th from 9:00 a.m. to 3:00 pm. The graduation ceremonies are very personalized for our students, and students and parents appreciate the individual attention they receive. Lopez invited the Governing Council Members to attend.

8. Other Business

Terry Allen announced the next scheduled meeting will be held on May 10, 2022. The By-Laws and Finance Sub-Committees will meet during the month of April to prepare reports presented at the May Governing Council meeting. The SOUL Governing Council Officers will be selected at the May Governing Council meeting.

9. Public Comments

Lopez thanked the members of the Governing Council for their support while she adjusted to the position of principal.

10. Adjournment of Meeting

Meeting adjourned at 8:57 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary



SOUL GOVERNING COUNCIL

PROPOSED MEETING DATES 2022-2023

DAY	DATE	TIME
TUESDAY	SEPTEMBER 13, 2022	8:30 AM – 10:00 AM
TUESDAY	OCTOBER 18, 2022	8:30 AM – 10:00 AM

NO MEETING WILL BE HELD IN NOVEMBER

TUESDAY	DECEMBER 6, 2022	8:30 AM – 10:00 AM
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NO MEETING WILL BE HELD IN JANUARY

TUESDAY	FEBRUARY 7, 2023	8:30 AM – 10:00 AM
TUESDAY	MARCH 14, 2023	8:30 AM – 10:00 AM
TUESDAY	APRIL 18, 2023	8:30 AM – 10:00 AM
TUESDAY	MAY 9, 2023	8:30 AM – 10:00 AM

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

Date: May 10, 2022	Program: School of Unlimited Learning
Agenda Item #: 5	Director: Susan Lopez
Subject: Election of Officers	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Governing Council to nominate and approve Governing Council Officer positions of Chair, Vice Chair and Secretary.

Background

Per the Governing Council By-Laws, the Officers of the Governing Council shall consist of a Chair, Vice Chair and Secretary, all of whom shall be elected from the members of the Governing Council.

The Governing Council's current Bylaws state the duties and powers of the Officers are as follows:

Chairperson: The Chairperson shall designate the date, time and place of all meetings and affairs of the Council, at which he/she shall preside. He/she will also be authorized to appoint sub-committees to undertake special tasks.

Vice Chairperson: The Vice Chairperson at the request of the Chairperson or in the event of the Chairperson's absence shall perform any and all duties of the Chairperson

Secretary: The Secretary shall be responsible for completing roll call at each meeting, and maintaining the current membership listing.

Fiscal Impact

None.

Conclusion

Once elected and approved by the Governing Council, Officers will serve for a 12-month period.

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

Date: May 10, 2022	Program: School of Unlimited Learning
Agenda Item #: 6	Director: Susan Lopez
Subject: By-Laws Sub-Committee Report	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Governing Council approval of the May 2022 SOUL By-Laws Sub-Committee Report.

Background

The SOUL By-laws Sub-Committee meets in the Spring of each year to review the current By-Laws. The Sub-Committee is responsible for reviewing, updating, and modifying the By-laws. The Sub-Committee reports its findings and recommendations to the SOUL Governing Council for approval in May.

Fiscal Impact

None

Conclusion

Pursuant to Section 1 of Article IX of SOUL By-Laws, the By-Laws Sub-Committee shall consist of at least two members of the Council. The Sub-Committee shall be responsible for reviewing, updating and modifying the Council By-Laws. Any revisions recommended by the By-Laws Sub-Committee shall be brought before the Council for approval at the May meeting.



SOUL Governing Council

By-Laws Sub-Committee Annual Meeting

Minutes

The By-Laws Sub-Committee convened on Wednesday, April 27, 2022 at 8:30 a.m. Members present were Dr. Terry Allen, Dr. Michael Petrovich and Susan Lopez, SOUL Principal. Marilyn Wheeler, SOUL Senior Administrative Assistant also attended the meeting.

SOUL's By-Laws Sub-Committee were reviewed by the committee. After a thorough discussion, no modifications were made.

The meeting adjourned at 8:45 a.m.

Submitted by Susan Lopez, SOUL Principal

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

Date: May 10, 2022	Program: School of Unlimited Learning
Agenda Item #: 7	Director: Susan Lopez
Subject: Finance Sub-Committee Report	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Governing Council approval of the May 2022 SOUL Finance Sub-Committee Report.

Background

The SOUL Finance Sub-Committee meets in the Spring of each year to review the current school year's budget and the preliminary budget for the following school year. The Sub-Committee reports its findings to the SOUL Governing Council for approval in May.

Fiscal Impact

None

Conclusion

Pursuant to Section 3 of Article IX of the SOUL Governing Council By-Laws, states that the Finance Sub-Committee shall be responsible for reviewing the School Fiscal operations and making recommendations and presentations to the Council. This Sub-Committee shall report to the Council at the May meeting and more often if necessary.



SOUL Governing Council

Finance Sub-Committee Annual Meeting

Minutes

The Finance Sub-Committee convened on Wednesday, April 27, 2022 8:45 am, members present were Dr. Terry Allen, Dr. Michael Petrovich and Susan Lopez, SOUL Principal. Marilyn Wheeler, SOUL Senior Administrative Assistant also attended the meeting.

SOUL's Finance report was reviewed by the committee. After a thorough discussion, no modifications were made. Mrs. Lopez will share the report at the May Governing Council meeting.

The meeting adjourned at 9:00 a.m.

Submitted by Susan Lopez, SOUL Principal



SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

Date: May 10, 2022	Program: School of Unlimited Learning
Agenda Item #: 8	Director: Susan Lopez
Subject: SOUL Faculty Pay Schedule	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Governing Council approval of transitioning SOUL faculty pay schedule to a 12-month schedule. Annual salary would not change.

Background

All certificated teachers would prefer to receive pay every month of the year. This is general practice at all school districts. Teachers have part of their salary deferred so that they receive paychecks in the summer.

The practice of spreading out salary throughout the year is actually in the California Ed. Code (Ed. Code 45038a & b, Ed Code 45039, and Ed Code 45050a, b & c). A link to the ed. code page is provided below.

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=25.&chapter=4.&article=5

Fiscal Impact

None

Conclusion

Upon Governing Council approval, teacher's salary will be distributed on a 12-month schedule. The practice aligns with all school districts in California.



SCHOOL OF UNLIMITED LEARNING

Faculty Pay Schedule

SOUL faculty met in March 2022 and expressed their preference to receive pay each month of the year. This is general practice at all school districts. Teachers have part of their salary deferred so that they receive paychecks in the summer.

The practice of spreading out salary throughout the year is actually in the California Ed. Code (Ed. Code 45038a & b, 45039, and 45050a, b, & c). Below you will find wording of the actual Ed. Code.

450038 (a) The governing board of a school district or charter school may arrange to pay the persons in positions requiring certification qualifications employed by it, or any one or more of those employees or one or more groups or categories of those employees, in either 10, 11, or 12 equal payments instead of by the school month.

(b) In lieu of the arrangement in subdivision (a), orders for the payment of salary, and payroll orders for the payment of salary and warrants for the payment of salary of employees employed in positions requiring certification qualifications may be drawn once each two weeks, twice a month, or once each four weeks as determined by the governing board. (Amended by Stats. 2007, Ch. 524, Sec. 1. Effective October 12, 2007.)

450039 If the governing board of a school district or charter school arranges to pay persons employed by it in 12 equal payments for the year, it may pay each monthly installment at the end of each calendar month, whether or not the persons are actually engaged in teaching during the month. (Amended by Stats. 2007, Ch. 524, Sec. 2. Effective October 12, 2007.)

45040. (a) The governing board of a school district or charter school not paying the annual salaries of persons employed by the district or charter school in 12 equal monthly payments may withhold from each payment made to each employee an amount equal to 16²/₃ percent thereof.

(b) The total of the amounts deducted from the salary of an employee during a school year shall be paid to him or her in two equal installments, one installment to be paid not later than the fifth day of August next succeeding, and one installment to be paid not later than the fifth day of September next succeeding.

(c) If an employee leaves the service of the district or charter school by death or otherwise before receiving the moneys that may be due him or her, the amount due him or her shall be paid within 30 days to him or her or to any other person entitled to those moneys by law.

Faculty is proposing having their pay schedule, not rate, modified to reflect a 12-month pay schedule. They also expressed willingness to sign a promissory note of intent to return each spring.



SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

Date: May 19, 2022	Program: School of Unlimited Learning
Agenda Item #: 9	Director: Susan Lopez
Subject: 2022-2023 LCAP	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Governing Council approval of the 2022-2023 SOUL Local Control and Accountability Plan (LCAP).

Background

All local educational agencies (LEA) in the State of California must submit an approved annual LCAP to their authorizing school district, their county office of education, and ultimately the California Department of Education.

Fiscal Impact

All Local Control Funding Formula (LCFF) and Elementary and Secondary School Emergency Fund (ESSER) funding are based on each LEA's LCAP.

Conclusion

SOUL must submit the approved 2022-2023 LCAP plan to Fresno Unified on or before June 1, 2022.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
School of Unlimited Learning	Susan Lopez, Principal	susan.lopez@fresnoeoc.org 559-500-5076

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The School of Unlimited Learning (SOUL) was established to serve youth who are 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. 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 24 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. SOUL began to utilize the alternative dashboard when it became available in August 2018.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

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 2021/2022 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. All students indicated in a survey that they feel SOUL is an extremely safe campus. After using distance learning for a semester in March of 202, SOUL was able to open its doors to students in September 2020 for face-to-face hybrid instruction, which has resulted in increased student success. SOUL currently continues to implement the hybrid model with core subjects meeting one-on-one and electives using a small classroom-based model.
3. To address the goal of parent connectedness, 100% of our student's parents/guardians meet at least once per year with a SOUL case manager. During the 2021/2022 school year, limited student contact due to the pandemic resulted in an increase in parent communication and connectedness.
4. Use of Pathways and NWEA Measures of Academic Performance (MAP) for student data collection, analysis, and reporting. All students take the NWEA MAP test. 100% of all students and parents have access to School Pathways, our student information system.
5. Classes prepare students for the world of work through career technical education: computer literacy, child development, street law, culinary arts, and construction trade skills. Due to the pandemic, career courses were curtailed significantly. A resurgence of career education opportunities is foreseen in the 2022/2023 LCAP.
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, and school staff encourage and support increased student achievement.
8. Instruction is standards-based and supplements traditional texts in creative ways.
9. Instruction is enhanced through the increased use of technology.
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. SOUL's graduation rate increased steadily over the past three years.
12. SOUL offers 19 UC approved academic courses.
13. SOUL developed a multi-tiered system of support for students as well as parents that has resulted in higher attendance and improved academic performance.
14. Increased efforts to engage parents during the COVID campus closure have resulted in much closer parent connections and home/school communication.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Increased efforts must be made to ensure that a greater percentage of students meet or exceed target growth in both English language arts (ELA) and math. Teacher monitoring of student progress and growth in reading and math proficiency has been inconsistent. Measures must be taken to closely monitor student progress and provide prescriptive interventions when necessary.
2. Career education courses were severely limited during the 2021/2022 school year due to inaccessibility caused by the pandemic. A major focus for the 2022/2023 school year will be the expansion of career education to all students.
3. In order for students to reengage in learning, SOUL has identified a need to address the social and emotional well-being of all students, and in particular, students with unique needs of special populations, many of whom have suffered from feelings of isolation, lack of motivation, and depression.
4. SOUL acknowledges that parents are equal partners in promoting student achievement and educational development. SOUL will continue to make every effort to ensure that every interaction with parents is positive and valuable.
5. Stakeholder input has called for flexibility in SOUL's instructional delivery. To increase our graduation rate, SOUL is exploring the feasibility of a hybrid model of learning, which will allow students greater opportunities for credit recovery, intervention, career-exploration, and social/emotional resources.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Key features of the 2022/2023 LCAP Plan are based on the following school-wide goals:

1. Increase the percentages of students meeting or exceeding growth targets in language arts/literacy and math.
2. Increase annual graduation rate.
3. Increase student connectedness to school and motivation for academic success.
4. Increase student knowledge of and preparedness for post-secondary education and career choices.
5. Increase efforts to identify, monitor, and support students who are at high risk of dropping out of school, and make referrals to appropriate intervention resources.
6. Provide expanded learning opportunities to address learning loss due to COVID.
7. Reinstate SOUL's career education program, which was suspended due to COVID.
8. Provide resources that address student social and emotional wellbeing.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

In developing the CSI plan, SOUL staff first reviewed our school's shared WASC, Charter, and 2020/2021 Single Plan for Student Achievement (SPSA) goal of creating greater student access to post-secondary opportunities by increasing school graduation rate. Staff reviewed the most current CDE and internal graduation rate and dropout rate data, attendance data, and RIT scores from NWEA's Measures of Academic Progress (MAP) tests to determine language arts and math growth levels. Using a root cause analysis approach, school staff and stakeholders first identified causal factors for students not graduating. Student personal learning files were examined to identify individual barriers to academic success. Findings affecting a student's graduating high school revealed that a high percentage of SOUL students live in poverty. An overwhelming majority of students entering the charter school are credit deficient, have a history of truancy, and enroll with language arts and math skills significantly below grade level. Student and parent survey data from phone surveys administered in May and August 2020 identified the following factors as root causes for student failure at their previous schools: lack of motivation; inadequate basic educational services; insufficient instructional intervention; and social and emotional issues. An examination of student enrollment over the past three years revealed that nearly 95% of students who enroll at SOUL are credit deficient. Further analysis revealed that despite recent gains in overall graduation rates, 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.

Results of parent and student survey data, along with findings of the main root causes for student failure were shared with staff and other stakeholders through meetings held in August and September 2021. Graduation and dropout rate data, along with NWEA MAP results were reviewed at staff meetings, parent meetings and advisory council meetings in August and September 2021. Attendance and discipline data were included in our School Accountability Report Card and shared with stakeholders, as well as posted online.

In identifying root causes for student failure and the underlying additional challenges of school closure due to the pandemic, stakeholder input largely influenced the development of specific interventions for the 2021-2022 school year. Stakeholder data analyses led to the development of student/family support teams for each student to ensure that the students remain on track to graduate by receiving additional weekly assistance and support during the school site closure. Support teams, which consist of certificated, classified, and social work intern staff, will closely monitor student academic progress as well as social and emotional well-being of students and families on a weekly basis, either in person or remotely.

School staff reviewed the 2021-2022 preliminary budget, as well as staffing, and technology resources for distance learning to identify resource inequities. With the addition of CSI funding for the 2021-2022 school year, budgetary, staffing and facilitates needs were successfully met. The identified resource inequities were successfully overcome through additional State funding to cover the costs associated with the purchase of the aforementioned technological resources.

In October 2021, SOUL shared a draft of its SPSA and CSI Prompts with the Governing Council, Fresno EOC Board of Commissioners, school staff, students, and parents. SOUL staff also held three parent meetings, one of which was the English Learning Advisory Committee (in Spanish) to discuss the draft of SOUL's SPSA Plan and CSI Prompts. As stated, stakeholder input has been addressed and incorporated into this plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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 articulated in this LCAP plan. Data monitored will include all of the measurable outcomes identified in SOUL's 2021-2022 SPSA Plan:

- NWEA Measures of Academic Progress results by grade and subject area three times per year.
- 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 data to identify gaps and prescribe interventions.
- Administration will review NWEA 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 teachers 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 hold monthly parents' meetings to discuss student progress and other school-related issues.

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.
- Weekly teacher meetings, or as needed, to discuss student progress and instructional strategies.
- 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.
- May 2022 Parent and ELAC meetings.

Specific goals have been established to address each component of the plan, as outlined in SOUL's Single Plan for Student Achievement, 2021-2022 Learning Continuity and Attendance Plan, 2021-2022 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.

DRAFT

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder input received from April 2020 to the present has served to guide our Learning Continuity and Attendance Plan. A parent and student survey conducted in Spring 2020 indicated that more than 80% of SOUL students lack sufficient technology to access online learning. By mid-July 2020, SOUL secured 150 computers and 150 wireless routers/hotspots for students who did not possess a device or internet access. Due to the continued shutdown of school campuses throughout Fresno County, SOUL began the 2020/2021 school year remotely. Students were scheduled a minimum of one-hour, one-on-one direct remote instruction and assessment each week with an assigned teacher via phone or video calls. During these meetings, teachers reviewed the online work the student had completed and provided instruction on lessons that were not completed with an adequate grade. Teachers reviewed student time spent online via Edgenuity reports and the activity logs generated by the students. Collaboration Corner/discussion boards were used to engage students and determine the overall level of learning that students had completed during the week. Synchronous tutorial hours and classroom lessons were offered throughout the week to encourage student participation and to provide additional assistance to students who prefer different modalities of learning to supplement online instructional delivery.

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

Parent and student input through personal phone contact and surveys prioritized a need for SOUL to provide increased contact with teachers; increased resources to address student emotional and social well-being; and, when possible, face-to face support and counseling at the school site. Community stakeholder and staff input called for resources such as providing school meals, social and emotional counseling, and additional academic support for special populations, including English learners, special education, foster and homeless youth, and low-income students. Stakeholder input influenced the following aspects of SOUL's Learning Continuity and Attendance Plan: the development of clear expectations for daily and weekly instruction, including scheduled tutorial time; differentiated instruction for EL students; a virtual homeroom period once per week; and one-to-one virtual meetings with the student's teacher of record. In September 2020, Fresno County Health Department agreed to allow students with unique learning needs to access direct on-campus academic and non-academic resources. All established COVID-19 protocols were strictly followed, including the use of Plexiglas shields, masks, and social distancing. To support parents in providing assistance to their own child's learning, SOUL's remote learning plan included specific expectations for weekly communication from SOUL staff to students and families. Since parents needed clear expectations of what they should expect from distance learning, SOUL parent meetings increased to twice per month at two different times to accommodate maximum parent participation. In March 2021, stakeholders were surveyed to help identify strengths, gaps, and needs. **Data from student, parent, staff, and community partner surveys was collected and shared with all stakeholder groups**

at staff meetings, parent meetings, and the April 2022 Governing Council meeting. Data and recommendations from the surveys have been incorporated into this LCAP.

For the 2021-2022 school year, parent surveys and student progress clearly indicate the one-on-one model of instruction is benefiting our students. For those wanting social interaction, small classroom elective classes were offered.

A summary of the feedback provided by specific educational partners.

Stakeholder feedback was very positive from all stakeholder groups. Students and parents were extremely satisfied with the efforts that SOUL has made during the pandemic by providing individualized instruction, maintaining ongoing communication with students and parents, providing resources such as academic, personal, and mental health counseling, and maintaining a safe and orderly environment with strict COVID protocols in place. Recommendations from students, parents, and staff focused on program flexibility in providing a hybrid program. Over 80% of parents and student preferred individualized instruction versus whole classroom instruction, especially with respect to language arts and math. (Prior to COVID, over 70% of SOUL students were enrolled in Independent Study). All stakeholders prioritized a need for the reinstatement of career education courses, and students identified the strongest interest in courses associated with careers in the health industry and business sector. The responses and recommendations of stakeholders have been incorporated into the 2021-2024 plan.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

In addition to the high level of participation in the surveys, all stakeholder groups have had ample opportunity to provide input through personal phone calls, parent, staff, and community partner meetings, and student meetings with their teachers, case managers and counselors. Flexible scheduling, expanded career education classes, resources for addressing student learning loss due to COVID, and student social and emotional wellbeing have been incorporated into the 2021-2024 LCAP.

The following metrics are the direct results of stakeholder input:

Goal 1: Increase in Reading and Math Levels

All students scoring below the standard will be enrolled in a mandatory class designed to help them increase their reading and/or math levels. Additional staff will provide instruction or personalized tutoring for identified students. Each student scoring below the standard upon enrolling will be given an individualized, prescriptive language arts and math curriculum through Edgenuity's MyPath.

Goal 2: Increase in Graduation Rate

Additional tutoring will be made available to assist 12th grade students who need additional assistance to pass their classes to graduate.

Goal 3: Increase in School Connectedness and Expansion of Career Education Courses

To increase student engagement and career preparedness, among SOUL students, SOUL will add one additional career exploration course each year for a three- year period. A multi-tiered system of support is used to enhance student connectedness to school by developing trusting relationships with supportive adults on campus.

Goal 4: Parent Engagement

Parent counseling, training, and workshops will be scheduled a minimum of four times per year that are specifically designed to provide information to parents about Fresno EOC and community resources that can assist them in removing barriers to their child's success. A social/emotional specialist is available for family coaching sessions.

Goals and Actions

Goal 1: Increase in Reading and Math Skills

Goal #	Description
Goal #1	Improve Student Academic Performance and College and Career Readiness by Increasing Reading and Math Levels of all SOUL Students.

An explanation of why the LEA has developed this goal.

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 2018/2019 Smarter Balanced Test results revealed that 19 percent of SOUL students met or exceeded the standard in language arts/literacy and zero percent of students met or exceeded the standard in math. All teachers receive common core and ELD professional development training throughout the year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Language Arts	19% of students met or exceeded English Language Arts standard in 2019	2021-2022 SBAC scores will be available Summer 2022			16% growth above baseline will meet or exceed standard for all subgroups
SBAC Math	0% of students met or exceeded Math standard in 2019	2021-2022 SBAC scores will be available Summer 2022			11% growth above baseline will meet or exceed standard for all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Reading	Percent of students who meet or exceed target growth in Spring 2021	5% growth over baseline year.			20% growth over baseline year.
NWEA MAP Math	Percent of students who meet or exceed target growth in Spring 2021	14% growth over baseline year.			12% growth over baseline year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Increase in NWEA's MAP scores	<p>NWEA 's Measures of Academic Progress Benchmark Exams will be given three times per year to monitor student progress in language arts and math.</p> <p>Students scoring below the grade level standard will be enrolled in a mandatory class designed to help them increase their reading and/or math levels. Additional staff will provide instruction or personalized tutoring for identified students.</p> <p>Each student scoring below the standard upon enrolling will be given an individualized, prescriptive language arts and math curricula.</p>	\$71,807	Y
Action #2	Increase in SBAC Scores	Students who do not meet the standard in language arts or math will be given a mandatory class designed to help them increase their reading and/or math levels. Additional staff will provide instruction or personalized tutoring for identified students.	\$36,826	Y
Action #3	Monitoring of Student Benchmark Data	All teachers will be given copies of student benchmark performance data, to which they will refer and provide students prescriptive resources, such as Intervention classes and other resources to address learning loss in language and math.	\$11,775	Y
Action #4	Curriculum Development and Teacher Training.	Teachers will receive training in CASSPP testing and review best practices for integrating language arts and math into all curriculum. A school-wide focus will be centered on developing strategies to improving student literacy across the curriculum.	\$19,958	Y

Action #	Title	Description	Total Funds	Contributing
		Goal #1 Subtotal	\$140,365	

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

Goal 2: Increase Graduation Rate

Goal #	Description
Goal #2	Create Greater Student Access to Post-Secondary Opportunities by Increasing School Graduation Rate.

An explanation of why the LEA has developed this goal.

An overwhelming majority of students who enroll at SOUL are credit deficient. Nearly 40% of all SOUL students are 12th graders. Despite recent gains, SOUL's graduation rate is hampered by large numbers of severely deficient 12th grade students who do not graduate in their fourth year of high school and are thus deemed "non-completers". For all seniors, credit recovery is critical to obtaining a high school diploma. In addition to providing students increased intervention resources and support to recover credits to graduate, stakeholders have identified a need for flexibility in SOUL's instructional delivery. To increase our graduation rate, SOUL is exploring a hybrid model of learning, which will allow students greater

opportunities for credit recovery, intervention, career exploration, and social/emotional resources. SOUL has met its target graduation rate since the 2011/2012 school year. SOUL will continue to set the goal of meeting or exceeding its graduation rate each year for the next three years. Using the 2018/2019 Cohort Dropout Rate of 32% as a baseline, SOUL's dropout rate will decrease by 4% per year. SOUL's internal graduation rate in 2020 was 95%. **SOUL's internal graduation rate in 2021 was 94.7%. SOUL's dropout rate for seniors was 7%.**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Annual Minimum Graduation Rate for School	Target School Graduation rate set by CDE	Meet or exceed target graduation rate set by State of California			Meet or exceed target graduation rate set by State of California
CDE Cohort Dropout Rate	32% for all subgroups	28% for all subgroups			16% for all subgroups
School Internal Graduation Rate	2019/2020 Internal Graduation Rate of 95%	95% for all subgroups			95% for all subgroups

Actions

Action #	Title	Description	Total Funds	Contributing
1	Case Management Support	Assigned staff will 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 Home/School Liaison to ensure that the seniors have the resources they need to successfully complete their studies.	\$39,630	y
2	Personal Learning Plans	Assigned staff will develop personal learning plans for all 12 th grade students to identify a timeline for graduation and the resources they need to complete their studies successfully.	\$63,200	Y

Action #	Title	Description	Total Funds	Contributing
3	Career Counseling	Assigned staff will provide college readiness preparation for all 12 th grade students and conduct career assessments for all 12 th grade students on track to graduate, and assist with resume preparation. The Career Counselor will serve as the primary liaison between the school and post-secondary institutions to assist with the enrollment of SOUL graduates into post-secondary institutions.	\$48,558	Y
4	Additional Tutoring	Assigned staff provide Individualized tutoring and instruction will assist students who need additional help to pass their classes.	\$42,455	Y
5	Coordination of Resources for Special Student Populations	Assigned staff will identify, develop, and expand services for special student populations by establishing a close coordination of resources with agency and community partners and identifying need for such resources among our students and parents.	Incl.	Y
		Goal #1 Subtotal	\$193,843	

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

Goal 3: Increased Student Connectedness and Expansion of Career Education

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Notwithstanding recent gains in student participation in extracurricular activities and community service projects, SOUL continues to experience lower than average ADA to enrollment. SOUL will collect, analyze, and evaluate student participation and attendance data on an annual basis and make recommendations for program changes to improve attendance and increase engagement in career classes and extra-curricular activities, including student leadership. 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 personal family challenges.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA to Enrollment	90%	92% for all subgroups			94% for all subgroups
Career Education Courses	Five career education courses	Reinstatement of three career education courses that were cancelled due to COVID			SOUL will offer eight career education courses
Student Participation	50% of all students will participate in career, leadership, and/or co-curricular activities.	13% of all students will participate in career, leadership, and/or co-curricular activities.			80% of all students will participate in career leadership, and/or co-curricular activities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Flexibility in Scheduling	SOUL will provide greater flexibility in scheduling of classes to increase student attendance and more actively engage students in learning. The flexible scheduling model will include specific skills labs and other strategies designed for students or who are skills deficient in math and reading.	Incl	
2	Increased Case Management Services	Case managers will work closely with students to assist them in accessing resources that help remove barriers to academic and personal success. In addition, they will work closely with teachers and other support staff to ensure that the seniors have the personal, academic, and emotional resources they need to successfully complete their studies.	\$112,069	Y
3	Expansion of Career Education Courses	To increase student engagement and career preparedness, among SOUL students, SOUL will reinstate career courses and add one additional CTE course each year for a three-year period.	\$30,000	Y
4	Increased Student Recognition and Incentives	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.	\$ 10,000	Y
5	Removal of Transportation Barriers	To address transportation barriers, SOUL will provide bus tokens to each student, which will reduce non-attendance.	\$18,500	Y
6	Social/Emotional Intervention	In coordination with the Guidance Dean, the Social/Emotional Intervention Specialist will oversee the support services, activities, and trainings/sessions for students and parents. The sessions are designed to address students' post-COVID social and emotional needs to assist them in removing barriers to academic success.	\$118,228	Y
		Goal 3 Subtotal	\$288,797	

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

Goal 4: Increased Services to Parents

Goal 4:	Increase Student Success through Active Parent Participation, Involvement, and Engagement
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State and/or Local Priorities addressed by this goal: **Parental Involvement (3); Pupil Outcomes (8)**

An explanation of why the LEA has developed this goal.

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 online and in-person 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 annual measurable outcomes are aligned with our school’s charter and WASC goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome.	Desired Outcome for 2023–24
Parent Meeting Attendance	100% for all Subgroups	100% for all Subgroups			100% for all Subgroups
Parent Survey Data	95% satisfaction for all subgroups	95% satisfaction for all subgroups			90% satisfaction for all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome.	Desired Outcome for 2023–24
Parent workshops and trainings	4 workshops/trainings per year	4 workshops/trainings per year			8 workshops/trainings per year

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	Home/School Liaison	To address truancy, SOUL will utilize an Attendance and Home/School Liaison to oversee increased home-school communication efforts between all SOUL staff and SOUL parents and assist with the administration of the parent surveys in both English and Spanish. Moreover, the liaison will closely monitor student attendance and notify support staff and teachers of students who are truant or need additional resources.	\$ 38,127	Y
Action # 2	Case Management Services for Parents	Parents of students with attendance and/or behavior concerns will meet a minimum of once per month with the Case Manager, who will work with both parents and students to develop strategies to become successful learners.	Incl	Y
Action # 3	Counseling, Trainings and Workshops for Parents and Students	The Social/Emotional Intervention Specialist will schedule counseling sessions and workshops to assist students and their parents in removing barriers to academic success. Workshops will also highlight programs and services through Fresno EOC and other community resources. Bilingual staff will oversee ELAC meetings to ensure that non-English speaking parents have full access to information and participation.	\$ 20,391	Y
		Total	\$58,518	Y

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will be analyzed as part of progress to inform the development of the 2022-2023 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$559,835	\$83975

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15%	[TBD]%	\$(TBD)	[TBD]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Over 94% of SOUL students have been identified as low-income with a history of poor academic achievement. As detailed in this plan, SOUL will provide flexible scheduling, individualized or small group instruction and tutoring, case management services, social and emotional support, and post-secondary preparation for all identified students.

English Language Learners (ELs) will continue to receive academic support from their assigned teacher. This support will be individualized to meet the needs of the student, based on the ELPAC assessment data that has been recorded, as well as previous classroom performance, and teacher input. Additionally, a designated teacher will be assigned to provide supplemental support to the EL students in the areas of reading, writing, listening, and speaking through online learning activities and virtual or in-person tutoring on a weekly basis. The two teachers, along with a case manager will provide support to students and their families by phone or virtual video sessions.

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

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

Over 94% of all SOUL students either are English language learners, foster youth, homeless, or low income. SOUL's comprehensive service delivery system is designed to meet the needs of all students. Resources for English language learners include additional teacher support to provide increased intervention activities that ensure students have the resources they need to successfully complete their required and elective courses. As described in this plan, the addition of an Attendance Home/School Liaison, Student Data & Resource Specialist, and Social/Emotional Intervention Specialist will address physical, emotional, and academic barriers to student success.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional concentration grant add-on funding will be used to hire/reassign personnel in the following areas: home/school liaison, social-emotional intervention specialist, tutor, student resource and data specialist, tutor, and case managers.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	1:19
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	1:19



SOUL Governing Council Principal Report – May 10, 2022

	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	TOTALS
Enrollment By Grade	33	34	57	57	181

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Enrollment by Gender	73	108	181

Enrollment by Ethnicity

Hispanic	148
African American	20
Asian	2
White	8
Middle Eastern	1
Pacific Islander	1
American Indian	1
Total	181

Special Populations

Teen Parent	8
Special Needs	20
English Learners	15
Homeless	15
Foster/Group Home	2
2021 Graduates	34



STUDENT CAREER FAIR

Friday, May 20, 2022

8:30am-1:00pm

SOUL Theatre

Learn about careers in:

- Mechanics
- Barber and Cosmetology
- Education
- Mental Health
- Legal
- Medical and Dental
- Apprenticeship Programs

Raffle prizes and lunch provided!



School of Unlimited Learning (SOUL)

2336 Calaveras Fresno, CA 93721

For more information contact Patricia Billeadeau 559-777-7956

SOUL Interact Club is sponsored by The Cultural Arts Rotary Club of Fresno



You are cordially invited to attend



Fresno EOC
SOUL
Charter
High School

Class of 2022

Graduation Commencement

Tuesday, June 7, 2022
Wednesday, June 8, 2022
Thursday, June 9, 2022
9:00 am – 3:00 pm

Sanctuary Theater
2336 Calaveras
Fresno, CA 93721

