

# 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
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## 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 2020, 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.

School of Unlimited Learning

## ***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 12<sup>th</sup> grade students who do not graduate in their 12<sup>th</sup> 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 school-wide 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.

# 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 12<sup>th</sup> 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	All: n/a LI: FY: EL:  Date Year 2021-2022 <i>Data Source: Local data used since CAASPP data is not available. Used in-house NWEA test.</i>			16% 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
SBAC Math	0% of students met or exceeded Math standard in 2019	All: n/a LI: FY: EL: Date Year 2020-2021			11% growth above baseline will meet or exceed standard for all subgroups
NWEA MAP Reading	Percent of students who meet or exceed target growth in Spring 2021	All: 6% LI: 6% FY: 0.85% EL: 2.1%  Date Year 2021-2022 <i>Data Source: Local data used since CAASPP data is not available. Used in-house NWEA test.</i>			20% growth over baseline year.
NWEA MAP Math	Percent of students who meet or exceed target growth in Spring 2021	All: 7% LI: 7% FY: 4.8% EL: 2.73%  Date Year 2021-2022 <i>Data Source: Local data used since CAASPP data is not available. Used in-house NWEA test.</i>			12% growth over baseline year.

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Increase in NWEA's MAP scores	NWEA 's Measures of Academic Progress Benchmark Exams will be given three times per year to monitor student progress in language arts and math.  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.  Each student scoring below the standard upon enrolling will be given an individualized, prescriptive language arts and math curricula	\$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
		Goal #1 Subtotal	\$140,365	

## Goal Analysis for 2021-2022

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 12<sup>th</sup> graders. Despite recent gains, SOUL’s graduation rate is hampered by large numbers of severely deficient 12<sup>th</sup> 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 Data Year 2021-2022 Data Source: Internal graduation rate			Meet or exceed target graduation rate set by State of California
CDE Cohort Dropout Rate	32% for all subgroups	28% for all subgroups Data Year 2021-2022 Data Source: Internal graduation rate			16% for all subgroups
School Internal Graduation Rate	2019/2020 Internal Graduation Rate of 95%	95% for all subgroups Data Year 2021-2022 Data Source: Internal graduation rate			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

Action #	Title	Description	Total Funds	Contributing
2	Personal Learning Plans	Assigned staff will develop personal learning plans for all 12 <sup>th</sup> grade students to identify a timeline for graduation and the resources they need to complete their studies successfully.	\$63,200	Y
3	Career Counseling	Assigned staff will provide college readiness preparation for all 12 <sup>th</sup> grade students and conduct career assessments for all 12 <sup>th</sup> 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 2021-2022

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%	90% for all subgroups			94% for all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Education Courses	Five career education courses	Reinstatement of three career education courses that were cancelled due to COVID  Data Year 2021-2022  Data Source: Internal Course Catalog			SOUL will offer eight career education courses
Student Participation	50% of all students will participate in career, leadership, and/or co-curricular activities.	40% 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

Action #	Title	Description	Total Funds	Contributing
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 2021-2022

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

<b>Goal 4:</b>	<b>Increase Student Success through Active Parent Participation, Involvement, and Engagement</b>
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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 Data Year 2021-2022 Data Source: Internal surveys & meeting sign in sheets			100% for all Subgroups
Parent Survey Data	95% satisfaction for all subgroups	95% satisfaction for all subgroups Data Year 2021-2022 Data Source: Internal surveys & meeting sign in sheets			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 Data Year 2021-2022 Data Source: Internal surveys & meeting sign in sheets			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 2021-2022

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$577,754	\$83,975

## 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
34.38%	0%	0\$	35.31%

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

