

SOUL GOVERNING COUNCIL MEETING
Sanctuary Recreation Room
2336 Calaveras Street
Fresno, CA 93721
Tuesday, April 18, 2023
8:30 a.m.

AGENDA

	<u>Presenter</u>	<u>Motion</u>	<u>Page</u>
1. <u>CALL TO ORDER</u>	Dr. Terry Allen		
2. <u>COMMUNITY ACTION PROMISE</u>	Rena Failla		1
3. <u>ROLL CALL</u>	Commissioner Rodgers		
4. <u>APPROVAL OF MINUTES</u> March 14, 2023 Meeting Minutes	Dr. Terry Allen	Approve	2
5. <u>PUBLIC COMMENTS</u> (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).			
6. <u>WASC SELF-STUDY-ACTION PLAN REPORT</u>	Rena Failla	Information	4
7. <u>SOUL UPDATE: PRINCIPAL REPORT</u> <ul style="list-style-type: none">• 2022-2023 LCAP Update• Interact Club Update• SOUL Graduation 2023	Susan Lopez	Information	68
8. <u>OTHER BUSINESS</u> The next Governing Council meeting is scheduled for May 9, 2023. The Bylaws and Finance Sub-Committee will meet during the month of April to prepare reports presented at the May meeting. The SOUL Governing Council Officers will be selected at the May meeting.	Dr. Terry Allen		
9. <u>ADJOURNMENT</u>			

Community Action Promise

Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live.

We care about the entire community, and we are dedicated to helping people help themselves and each other.



**FRESNO EOC SCHOOL OF UNLIMITED LEARNING
GOVERNING COUNCIL MEETING
Sanctuary Recreation Room
Tuesday, March 14, 2023
MINUTES**

1. Meeting called to order by Dr. Terry Allen 8:36 a.m.
2. Community Action Promise
Rena Failla guided the Governing Council in reading the Community Action Promise.
3. Roll call facilitated by Commissioner Rodgers.

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			Jack Lazzarini	X			Felicia Olais			X	
Benita Washington, Vice Chair, FSU Social Worker Representative	X			Michelle Tutunjian		X						
Jimi Rodgers, Secretary, Fresno EOC Commissioner	X			Emilia Reyes		X						
Larry Metzler, Cultural Arts Rotary Interact Club Advisor		X										
Chuck Riojas, Community Member			X									
Jeanne Starks, Retired Law Enforcement Juvenile Probation	X											
Julio Romero, EOC Health Services	X											
Steven Taylor, Fresno EOC Commissioner	X											
Parent Rep Maria Amaro Morales,			X									
Student Rep's Lauren Rodriguez, Gabrielle Perez(2) Alternate Student Rep	X		X									
Susan Lopez, Staff Representative, Principal		X										
Rena Failla, Staff Representative, Guidance Coordinator	X											
Courtney Griffin, Staff Representative, Guidance Dean	X											
Ly Ngin, Staff Representative, College and Career Counselor	X											
Sandy Lomelino, Staff Representative, Coordinator of Curriculum & Instruction		X										
Nicholas Rodriguez, Teacher Representative,		X										
Patricia Billeadeau, Interact Representative	X											

4. **Approval of Minutes**
February 7, 2023 SOUL Governing Council Meeting Minutes.

Public Comments: None heard.

Motion by: Taylor **Second by:** Billeadeau

Ayes: Allen, Washington, Romero, Rodgers, Failla, Griffin, Ngin, Taylor, Starks, Lazzarini, Rodriguez, Billeadeau.

Nays: None

5. **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).

6. **Northwest Evaluation Association (NWEA) Growth Data Report**

Failla presented the Northwest Evaluation Association (NWEA) Growth Data Report to the Council Members. She explained the comparisons between test administrations and the growth by grade level. The council discussed the data presented and shared ideas to help with increasing student participation and higher test scores.

7. SOUL Updates: Principal Report

- Failla presented the data on SOUL demographic information for the school enrollment and updates.
- SOUL has hired EdTec, Inc. to write our WASC Report.
- SOUL had a very successful WASC Day reviewing and revising portions of our current self-study for our WASC Accreditation renewal. The WASC Visiting Team will be at SOUL May 9, 10, 11, 2023.
- Failla read SOUL's new proposed Mission and Vision statements written by one of our students.
 - SOUL's WASC and LCAP academic goals: 1) Increase Reading and Math, 2) Increase Graduation Rate, 3) Increase Student Connectedness, 4) Increase Parent Involvement
 - Implement our Expected Schoolwide Learning Results (ESLR's) as a way to encourage and recognize our student's accomplishments.
 - WASC has added a new piece to the self-study, diversity and equity, which will be integrated throughout the document.
- Failla shared how much she appreciated the stakeholders' participation including our Governing Council member Benita Washington for her involvement and support in our SOUL WASC Day.
- Annual Career Fair to be held Thursday, March 30, 2023 from 8:30am – 1:00pm. Ly Ngin shared that a variety of Career fields that will be represented including the Military.
- SOUL celebrated Black History month on Monday, February 27, 2023. Several SOUL students participated in the assembly.

8. Other Business

Jack Lazzarini introduced Cha Vang, Fresno EOC Program support manager.

Dr. Allen announced the next scheduled meeting will be held on Tuesday, April 18, 2023.

9. Adjournment of Meeting

Meeting adjourned at 9:24 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary



SOUL Governing Council

Date: April 18, 2023	Program: School of Unlimited Learning
Agenda Item #: 6	Director: Susan Lopez, Principal
Subject: WASC (Western Association of Schools and Colleges) update	Officer: Michelle L. Tutunjian

Background

SOUL is presenting a report to WASC in order to gain accreditation which all high schools and colleges must earn. The last accreditation granted to SOUL was for 6 years in 2017.

Fiscal Impact

None



FRESNO EOC

**SCHOOL OF UNLIMITED LEARNING
(SOUL)**

SELF-STUDY REPORT

2336 Calaveras Street

Fresno, CA 93721

Fresno Unified School District

May 8 - 10, 2023

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide
2022 Edition**

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Fresno Economic Opportunities Board of Commissioners

Alena Pacheco Low-Income Target Area A	Rey Leon Low-Income Target Area B	Daniel Parra Low-Income Target Area C	Daniel Martinez Low-Income Target Area D
Lisa Mitchell Low-Income Target Area E	Alysia Bonner Low-Income Target Area F	Earl Brown Low-Income Target Area G	Linda R. Hayes, Board Chair Low-Income Target Area H

Business & Community Sector

Maria (Lupe) Jaime-Mileham Fresno County Superintendent of Schools	Itzi Robles Southeast Fresno Community Development Association	Sherry L. Neil Fresno County Economic Development Corporation	Zina Brown-Jenkins HeadStart County-Wide Policy Council
James Martinez Reel Pride	Steven Taylor National Association for the Advancement of Colored People	Jimi Rodgers Association of Black Social Workers	Pastor Bruce McAlister West Fresno Faith Based Organizations

Representatives of Elected Public Officials

Oliver Baines 16th Congressional District	Ruben Zarate 14th Senatorial District	Dr. Robert Pimental State Center Community College District	Barigye McCoy Fresno County Board of Supervisors
Brian King Fresno Mayor's Appointment	Charles Garabedian Jr. Board of Supervisors	Amy Arambula 31st Assembly District	David Ruiz Juvenile Court

Administration

Fresno Economic Opportunities Commission

Emilia Reyes

Chief Executive Officer

Michelle Tutunjian

Chief Operating Officer

Jack Lazzarini

Chief Programs Officer

School of Unlimited Learning (SOUL) High School

Susan Lopez

Principal / Chief Academic Officer

Rena Failla

Guidance Counselor Coordinator

Courtney Griffin

Guidance Dean

School of Unlimited Learning Governing Council

Terry Allen, *Chair*, Ed.D., Retired Teacher Representative

Benita Washington, *Vice-Chair*, FSU Social Worker Representative

Jimi Rodgers, *Secretary*, Fresno EOC Commissioner

Steven Taylor, Fresno EOC Commissioner

Larry Metzler, Cultural Arts Rotary Interact Club Advisor

Chuck Riojas, Community Member

Jeanne Starks, Retired Law Enforcement Juvenile Probation

Julio Romero, EOC Health Services

Lauren Rodriguez, Student Representative

Gabrielle Perez, Student Representative (Alternate)

Maria Amaro Morales, Parent Representative

Susan Lopez, Staff Representative, Principal

Rena Failla, Staff Representative, Guidance Coordinator

Courtney Griffin, Staff Representative, Guidance Dean

Ly Ngin, Staff Representative, Career and Assessment Coordinator

Sandy Lomelino, Staff Representative, Coordinator of Curriculum and Instruction

Patricia Billeadeau, Interact Representative

WASC Leadership Team

Rena Failla

Self-Study Coordinator
Guidance Counselor Coordinator

Susan Lopez

Principal / Chief Academic Officer

Susan Lopez
Principal

Focus Group A: Organization

Sandy Lomelino
Coordinator of Curriculum and Instruction

Focus Group B: Curriculum

Luis Baca
Science Teacher

Focus Group C: Instruction

Gladys Banda
EL Coordinator / Teacher

Focus Group D: Assessment

Courtney Griffin
Guidance Dean

Focus Group E: School Culture

Introduction (1–2 pages maximum)

Brief Background of School. The School of Unlimited Learning (SOUL) is guided by its **mission** to provide comprehensive learning experiences in a manner, and in an environment, that enables students to obtain skills, knowledge, and motivation to be self-directed, lifelong learners as they mature toward self-sufficiency. SOUL enacts its mission to realize our **vision**: for the student to be a self-directed learner, a collaborative worker, and complex thinker who is equipped with the skills and confidence to be productive and self-sufficient as an adult through work and community service. The academic focus is on building skills in reading, writing, math, and other core subjects. SOUL is grounded in its **beliefs** that learning best occurs when the student is ready to learn. Unfortunately, numerous at-risk students come to school unprepared to learn due to family, social, and/or emotional stress in their lives. The individualized opportunities offered in an independent study program, along with the option for small hybrid courses and a classroom-based program that maintains low student-to-teacher ratios, combined with the presence of a strong support staff, help the students and their families address their social and emotional needs, thus bringing the students to a point where they are better prepared and focused to learn. SOUL's teaching staff can present the California state standards curricula to a student willing to learn in a learning style that is most suitable to the student. Like other Fresno County EOC programs, SOUL seeks preventative strategies to address the needs of disadvantaged members of the community.

Summary of Programs Offered. SOUL has been serving the Fresno community for 25 years, with a special focus on engaging youth who are at-risk of dropping out of high school, particularly those who are habitually truant, severely credit deficient, pregnant or parenting, or who are connected in some way to the juvenile justice system. In addition to offering a well-round, standards-aligned educational program ([charter](#)), SOUL provides the following to our students: a personalized education that centers on a holistic support model by which students recover credits and are on track to graduate, a flexible class schedule to promote long term persistence and retention, engaging courses like Street Law and Success for Life, committed teachers and school personnel who develop trusting relationships with students, direct access to an array of support services through the school's network and the large Fresno EOC network (e.g., workforce development, adolescent family support services, service learning, LGBTQ+ resources).

Diversity, Equity, and Inclusion. SOUL approaches DEI through a framework, in collaboration with the Fresno Economic Opportunities Commission, focused on eradicating poverty for Fresno's citizens. We know—from decades of research and our own experience—that poverty is often a function of systemic prejudice in community institutions (i.e., school systems). SOUL was founded as the antithesis to education systems that perpetuate classism and racism, instead focusing on populations of students who would otherwise be stuck in generational cycles of poverty if SOUL were not an option for them. We know that, for better or worse, an individual's economic

security over the course of their lifetime often hinges on their success in their formative adolescent years, particularly if they are able to attend quality schools, earn their high school diploma and be eligible to attend college and/or enter the workforce. Understanding this, SOUL is engaged in the work of DEI daily, ensuring equitable access to a quality educational experience for students who have been excluded from traditional education settings (often because of factors that have been influenced by the deleterious impacts of generational poverty and systemic racism). We know that in order for the larger Fresno community to be successful (economically, physically, emotionally), *all* of the community's citizens must be given access to equitable opportunities to advance themselves and their families.

Additionally, programs and resources through EOC support intersectional populations: an [LGBTQ+ Resource Center](#), the [Adolescent Family Life Program](#) that supports teen parents, and services offered to homeless and foster youth students through collaboration with local and regional organizations.

Collaboration for Self-Study. The WASC Leadership Team created this self-study document by assessing the School of Unlimited Learning (SOUL) through a complete analysis of every aspect of the school's operation in order to celebrate successes and identify areas for growth. In order to conduct a comprehensive assessment of the SOUL program, representatives from all stakeholder groups were involved in the process. This document includes honest input from staff, students, parents and community members.

Rena Failla, the self-study coordinator, worked closely with Susan Lopez, Principal, to hold regular meetings with SOUL staff and other stakeholders. The WASC process was discussed and a timeline for implementation was established. SOUL has set aside every Monday for staff meetings, training, and collaborations, many of which were reserved for WASC and Focus Group activities, in addition to two full school days per year dedicated to WASC preparation.

Ongoing reflection is crucial in education, however this cycle of self-study has been met with a number of unique challenges, discussed briefly in Chapter 1.

Being a small charter school with a limited number of participants, our Focus groups are small. However, many hours were spent meeting and examining SOUL's program. The entire SOUL staff of 25 was assigned to participate in a focus group. Participants also included Governing Council members, parents, students, alumni parents and alumni students. Focus groups met over several months to share data, examine guiding questions, compile information and discuss findings.

In March 2023, the Focus Group Leaders submitted their reports to the WASC Self-Study Coordinator as well to an EdTec Consultant. This information was compiled into the draft of the self-study report which was then shared with the Visiting Team Chair and all stakeholders. A final draft will be sent to WASC and the visiting team six weeks prior to the May visit.

Chapter 1: Progress Report (2–5 pages maximum)

Significant Developments, Major Impacts. In March of 2020, due to the pandemic and school closures, SOUL staff had to quickly learn to implement an online education program while continuing to provide virtual social/emotional support to our high-risk population. In October of 2020, SOUL was able to open its doors for on-campus cohort teaching with an independent study program that meticulously followed all health guidelines regarding social distancing, sanitizing and masking. Student schedules were developed to ensure that there was limited student contact. Additionally campus entries, exits and hallways were designated as “one-way” to mitigate the chance of interaction between students. It was quickly determined that online learning was not a viable option for our students and we transitioned to a complete in-person Independent Study program for the rest of the school year.

During the 2021-2022 school year, we continued the Independent Study model, adding the option of hybrid classes for those who wanted to reintegrate into a more social environment or who were in need of additional social/emotional/academic support.

Further challenging our WASC timeline has been preparing for our charter reauthorization for 2024. Fresno Unified, our chartering district, has raised questions regarding SOUL’s program adjustments made as a result of the pandemic. During the 2022-23 school year, SOUL was advised to re-establish a classroom-based program in January to be in compliance with its charter. Again, SOUL staff had to quickly plan and make major adjustments to return students to a daily classroom program; this has led to a number of meetings with the district regarding a potential material revision prior to the reauthorization.

Comments on the Process for Implementing and Monitoring the Schoolwide Action Plan/SPSA, Aligned with LCAP Goals.

SOUL continues to make adjustments to our programs in ways that respond to the needs and desires of our students, parent community, teachers, and staff. SOUL engages in formal and informal reviews of the goals in the Schoolwide Action Plan in a variety of settings. Prior to the start of each school year, teachers and staff engage in a professional development intensive and planning for the coming year. This planning time includes a review of the schoolwide goals, ESLRs, LCAP goals, prior year achievement data, attendance reports, graduation data, student subgroup demographics, and other changes/updates identified in the prior year. The Principal and the Guidance Counselor Coordinator serve as the coordinators for reviewing the Plan at various points during the school year, but at least twice during “WASC Days”. LCAP planning sessions and a public hearing are dedicated points during the year where stakeholders review and provide comments on progress toward meeting goals. More informally, weekly teacher meetings act as reviews because the goals are so closely linked to student success. During these meetings, teachers review NWEA MAP data and SBAC data (when available), which informs progress toward goals. Parents review the Plan through their membership on the ELAC, and the school holds parent meetings every 4-6 weeks to provide updates on progress, announcements of any changes, and

reflections on what can be improved, in addition to parent and student surveys which are administered annually.

Progress by Schoolwide Action Plan/SPSA Section.

SPSA GOAL 1: Improve student academic performance by increasing reading and math levels for all SOUL students.

LCAP Goal 1: Improve student academic performance, college, and career readiness by increasing reading and math levels for all SOUL students.

Progress	Impact	Evidence												
<p><u>Internal Assessment:</u> SOUL's internal assessment regimen—NWEA MAP—is used to measure growth toward academic achievement goals between state-mandated testing, and provides valuable insight into the impact of teaching on our students' learning.</p> <p><u>Technology & Supplemental Learning Resources.</u> Additional technology has been made available to every student, along with supplemental instructional resources to help students with different learning modalities to grasp reading and math concepts, including English learners and students with special needs.</p> <p><u>Tutoring & Increased Classroom Time.</u> On-site tutoring daily during school day hours.</p> <p><u>Teacher Professional Development in Distance Learning & Differentiated Instruction.</u> With the pandemic and shift to a hybrid model, teachers are engaged in ongoing professional development during the school year to ensure they are delivering instruction effectively regardless of instructional setting.</p> <p><u>All Courses include Language</u></p>	<p><u>Internal Assessment.</u> Edgenuity's MyPath was implemented alongside NWEA MAP to generate individual student prescriptions based on NWEA benchmark tests; students were showing measurable growth on internal assessments in reading and math prior to the pandemic's onset, which negatively impacted achievement measures in the 2020-21 school year; however, students have regained many of those losses.</p> <p><u>Technology & Supplemental Learning Resources.</u> All students have access to laptops in all classes. Growth area: consistent one-to-one technology access. Check-out system in place.</p> <p><u>Tutoring & Increased Classroom Time.</u> 0.5 FTE dedicated to tutoring. Teachers also provide individual and small group tutoring. Added hybrid classes in addition to teacher appointments (2-hour class), group discussions, courses that are geared toward career preparation, life skills, social-emotional supports. Implemented in 2021-22.</p> <p><u>Teacher Professional Development in Distance</u></p>	<p><u>Internal Assessment:</u> NWEA MAP's measurement of year-over-year average pretest to post-test Student Conditional Growth demonstrates gains in growth. In 2018-19 CGI in Language Usage (reading) was -0.84; in 2020-21 it was -0.15. In 2022-23 it was -0.44, demonstrating the impact of distance learning on students who struggle in this area (students arrive at SOUL severely below grade level). In math, 2018-19 CGI was -0.1; in 2019-20 it was +0.04 before pandemic learning losses brought it to -0.35 in 2020-21. However, students are making measurable progress in math—in 2022-23 the CGI was at -0.26.</p> <p>NWEA MAP measures of the percentage of students who met annual growth targets in language usage (reading) and math by school year:</p> <table><tr><th>Language Usage</th><th>Math</th></tr><tr><td>2018-19: 37%</td><td>2018-19: 49%</td></tr><tr><td>2019-20: 45%</td><td>2019-20: 54%</td></tr><tr><td>2020-21: 47%</td><td>2020-21: 34%</td></tr><tr><td>2021-22: 44%</td><td>2021-22: 47%</td></tr><tr><td>2022-23: 31%</td><td>2022-23: 43%</td></tr></table>	Language Usage	Math	2018-19: 37%	2018-19: 49%	2019-20: 45%	2019-20: 54%	2020-21: 47%	2020-21: 34%	2021-22: 44%	2021-22: 47%	2022-23: 31%	2022-23: 43%
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2021-22: 44%	2021-22: 47%													
2022-23: 31%	2022-23: 43%													

<p><u>Development.</u> ELD standards can be found within each unit plan.</p> <p><u>A-G Course Approval.</u> Current and preparing courses for approval for next school year.</p>	<p><u>Learning & Differentiated Instruction.</u> As seen in the "Internal Assessment" overview in the Evidence column, students are making gains in academic achievement following the dip during pandemic closures.</p> <p><u>All Courses include Language Development.</u> SOUL is laser focused on increasing literacy rates and helping students meet grade level achievement; incorporating literacy and language development across courses will increase achievement results.</p>	<p><u>Technology & Supplemental Learning Resources.</u> There is currently a check-out system in place for students to take laptops home, but the goal is to make lending computers for the entire school year standard to reach 1:1 device-to-student ratios.</p> <p><u>Tutoring & Increased Classroom Time.</u> Targeted support for students who are in a specific NWEA MAP achievement tier built into their daily course schedule.</p> <p><u>A-G Course Approval</u></p> <p><u>Hybrid course descriptions</u></p>
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SPSA GOAL 2: Increase school graduation rate.

LCAP Goal 2: Create greater student access to post-secondary opportunities by increasing school graduation rate.

Progress	Impact	Evidence
<p><u>Student Case Managers.</u> Students are assigned a case manager upon enrollment with whom they meet weekly (or more depending on need) to ensure students are on track to graduate (e.g., credit reqs, etc.)</p> <p><u>SOUL Career Center.</u> Center staff provide all students with guidance in college readiness, career assessments, and resume preparation.</p> <p><u>Career Counselor</u> liaises with contacts at local post-secondary institutions to ensure students are eligible and complete enrollment in those schools.</p> <p><u>Personalized Learning Plans.</u> Each student has a developed personalized learning plan that maps out a timeline for their graduation and identifies</p>	<p>Each of the initiatives/activities detailed in the Progress column contribute to SOUL's ability and capacity to encourage our students' persistence toward meeting graduation and college entrance eligibility requirements, and providing viable and clear pathways to post-graduation employment.</p> <p>SOUL maintains a high graduation rate despite the academic and life challenges that our students arrive at our school with.</p> <p>The support resources prepare our students for post-graduation opportunities in a practical sense, while also reminding them of their innate abilities to persist toward their goals, and that their lives and what they do with them are of utmost importance.</p> <p>Official graduation rates reflected in State-generated data (SARC, CA School Dashboard) reflect a graduation</p>	<p><u>SOUL Graduates its 2022 Class</u></p> <p><u>Career Course Description</u></p> <p><u>Fresno EOC</u></p> <p><u>Personalized Learning Plan</u></p> <p>CAPS, COPS, COPES assessments</p> <p><u>Graduation requirements</u></p>

<p>resources they need to complete their studies.</p> <p><u>Technology Access.</u> Students have access to technology so they may practice their research skills, further develop critical thinking, problem solving, and information processing.</p>	<p>rate based on 4-year cohorts, however, SOUL students, arriving severely credit deficient, often need additional academic years to make up credit deficiencies and be on track for graduation. Sometimes students need an additional semester, while others need 1-2 entire school years. When measuring based on internal criteria that is reflective of how our school operates its educational program, 95% of SOUL's students leave our school with their high school diploma.</p> <p>Because SOUL is a program of Fresno EOC, students have access to the services provided through one of the nation's largest community action agencies.</p>	
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SPSA GOAL 3: SOUL students will demonstrate increased connectedness and motivation for academic success.

LCAP 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.

Progress	Impact	Evidence
<p>All students receive case management services and receive referrals to appropriate services.</p> <p>All students are assigned a primary teacher and support staff who conduct weekly wellness checks. Attendance is monitored on a weekly basis.</p> <p>SOUL has adjusted class scheduling to provide students with greater flexibility.</p> <p>During the 2019/2020 school year, SOUL's "Success for Life" program was expanded to include weekly sessions that focused on emotional intelligence, accountability, and mindfulness.</p>	<p>Scheduling flexibility has improved attendance and reduced adverse behavioral incidents.</p> <p>Students receive school wide recognition for maintaining good attendance.</p> <p>Restorative practices combined with the "Success for Life" program has reduced suspension rates from 9% in 2018 to 2% in 2021-22.</p> <p>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</p>	<p>Monthly and annual progress updates by Case Manager to Principal; Principal can also check progress on Pathways; weekly roundtable to review attendance</p> <p>School Pathways discipline reports</p> <p>Attendance reports</p> <p>Simple Text communications</p> <p>CAP60 (case management system with built-in referral services)</p> <p>SARC</p> <p>Elective courses</p>

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 extracurricular activities, including student leadership.	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.	Career classes
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GOAL 4: Increased parent participation, involvement, and engagement

LCAP Goal 4: Increase student success through active parent participation, involvement, and engagement.

Progress	Impact	Evidence
Parent/teacher communication has increased through new methods of outreach, including a text messaging system. Parent meetings take place every 4-6 weeks, including the ELAC.	Overall, 95% of respondents on the parent survey report satisfaction with communication regarding their individual students as well as school wide events and announcements.	Simple Texting communications Parent meetings ELAC
Planning is underway to train/educate parents on how to access School Pathways so they can view their student's record and see progress toward grade level outcomes and graduation.	Increased number of parent meetings has led to more involvement by the parent community. SOUL has also experienced an increased number of parents utilizing the Parent Portal on Pathways.	Parent surveys

Addressing Student Learner Needs, School Needs, and Areas for Growth.

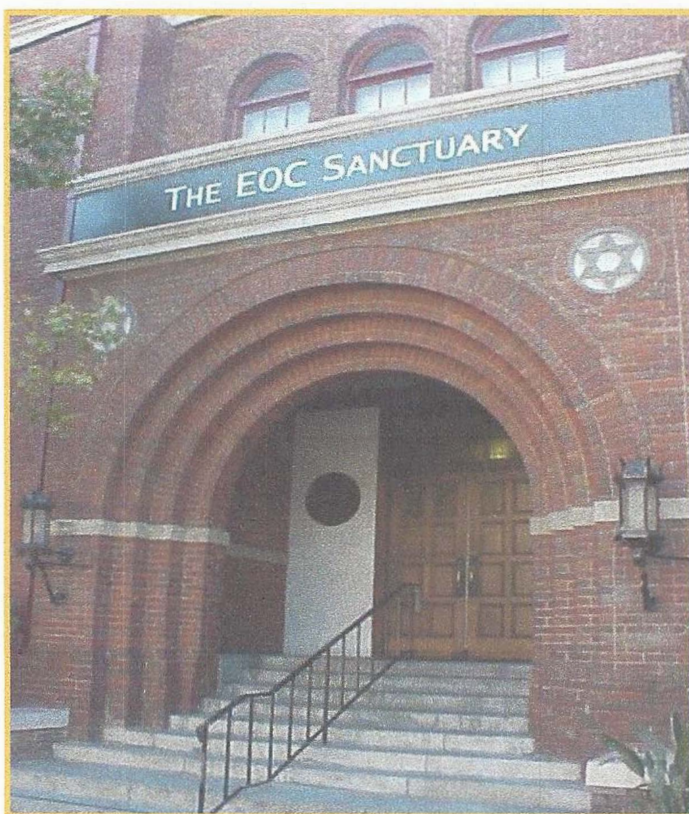
With the introduction of NWEA's MAP assessments, SOUL has been able to quickly identify gaps in understanding and make adjustments. They also provide more in-depth analysis compared to state testing data, which allows teachers and instructional support staff to provide "just in time" assistance to students and adjust future approaches. SOUL continues to graduate high numbers of students, which is especially gratifying considering that the vast majority of our students arrive severely credit deficient. Case Managers have been crucial to helping students remain on track both academically and socially. While we still struggle at times with fluctuations in absenteeism, we have seen an uptick in engagement through our hybrid model and a more flexible schedule that keeps our students more engaged. We are also encouraged by parents' expressions of wanting to be more involved, but need to make sure this translates to actual attendance at things like parent meetings.

School Improvement in Reflection of Prior Accreditation Findings and Other Data Insights. (1) *Continue Mentoring Program after Covid.* We do not have the same formal “mentoring program” that we had during COVID; however, our students do see and connect with a minimum of four adults each time they are on campus who ensure their needs are being met and are available for both academic and non-academic support (e.g., front desk, teacher, case manager, and at least one more support staff: Social-Emotional Intervention Specialist, Career Counselor, Tutor, Guidance Counselor, etc.). (2) *Reassess the need for increased seated instruction time for IS students.* Our Independent Study students are spending more time on campus. Our EL students have specialized instruction prior to their weekly appointments. The lowest NWEA scoring group is required to come on campus an extra 30 minutes for skill-building practice each week. More Independent Study students are enrolling in the Hybrid classes; the change in the schedule has given opportunity for students to take more than one hybrid class, resulting in some Independent Study students being on campus three days a week. Independent study students also participate in the Interact Club which brings them to campus for bi-monthly meetings and school/community activities. (3) *Reassess efforts to do off-site school visits for teachers as professional development.* While there has been a tremendous increase in professional development, there have not been any school visits done for professional development purposes for our teachers yet. Partially this is due to Covid restrictions that have been in place, but also because we have had an increase in enrollment, and since reopening the classroom-based program there is limited time for teachers to be away from campus. Our teachers do however, observe one another and we have done rotating classroom assignments so that teachers could share a classroom with other teachers who were not within their course subjects (e.g., had an English teacher and a Math teacher share a room for a couple weeks so they could observe one another’s teaching style and curriculum). (4) *Understand where SOUL fits within the future of EOC:* SOUL provides a very important service within the Mission and Vision of EOC. The school is strongly supported by the administration and community of EOC. We continue to be financially independent and a strong contributor to the ways in which the agency aims to fight poverty through education and career preparation. (5) *Facilities analysis for program and growth expectations:* SOUL has explored options for the possible move to a larger facility, however, we have found that our current location in downtown Fresno serves our population well. We have considered expansion by leasing the building next to us (also an EOC building) to house the administration or conference rooms, but with the decrease in the classroom-based program size and leaning more towards a 100% Ind Study program, we would be able to manage growth within our facility without moving. (6) *Evaluation of current Mission, Vision and ESLRs:* SOUL has done workshops and meetings regarding this area and we do feel updates need to be made. Still in process of finalizing some revisions; students in the focus groups provided valuable insight into how we could update these. (7) *Succession planning for each of the roles at SOUL:* due to COVID, we all had to learn to do each other’s jobs and leave detailed job duties when staff were out sick or quarantined. This has resulted in an increase in succession planning for each role at SOUL. We understand the need to formalize this in a more organized manner, so this recommendation is still in process. (8) *Professional development for new personnel to carry the mission and vision forward:* extensive professional development has taken

place on campus for all staff. The use of virtual trainings has contributed to more staff being able to participate in professional development opportunities. We have also used extra funding from Covid to attend conferences and workshops that are specific to school climate, equity and inclusion, mental wellness, re-engagement and multi-tiered systems of support in the classroom and outside of the classroom. All staff have participated in multiple trainings.

Growth Areas Not Included in Current SPSA.

SOUL has included all growth areas for continuous improvement in its schoolwide action plan/SPSA.



Chapter 2: School Profile and Supporting Data and Findings (3–5 pages maximum)

Student Demographics

[\[Enrollment Data, 2019-2023\]](#) [\[SOUL SARC\]](#) [\[Teaching Assignment Monitoring Outcomes, 2020-21\]](#)

Trends in the Data. SOUL has experienced an increase in students classified as Special Education and those who are English learners, particularly in the 2022-23 school year. These students are still performing below grade level; SOUL is developing additional learning supports for these students and increasing professional development related to their instruction. SOUL has also had an increase in students identifying as non-binary, and staff and teachers are also receiving additional PD related to this student group. An overall increase in enrollment has been seen since the last self-study, and of these students, many will require a 5th, or even 6th, year of instruction to complete graduation requirements and earn their diplomas.

Trend & Data Analysis. It is important to note the fluctuation in student enrollment SOUL experiences during any given school year, resulting in less-than-accurate enrollment counts in data published by the state. SOUL holds mid-year graduations which contributes to a minor decline in enrollment, however; without fail, SOUL sees an increase in enrollment from students transferring from another Fresno Unified school to SOUL *right before* state testing begins. Both of these factors mean that SOUL's student population—and their needs—are changing throughout the year.

Student Performance Data

School of Unlimited Learning received the Dashboard Alternative School Status (DASS) in 2018 in recognition of the unique student population we serve. Further, more than 70% of SOUL students arrived at our school severely credit deficient. It's not unusual for a student to enroll in their fourth year of high school with credits only through ninth grade. Additionally, our student population tends to be highly transient, with 37% of students in the 2022-23 school year having changed schools three or more times since 9th grade. This trend has increased markedly since the last self-study, in part because of student disengagement in learning during the pandemic school closures. We are seeing students who transfer into SOUL who were on the honor roll at their previous schools before the pandemic, and are now lacking in credits due to being completely disengaged. These students really needed support and didn't receive it during the pandemic.

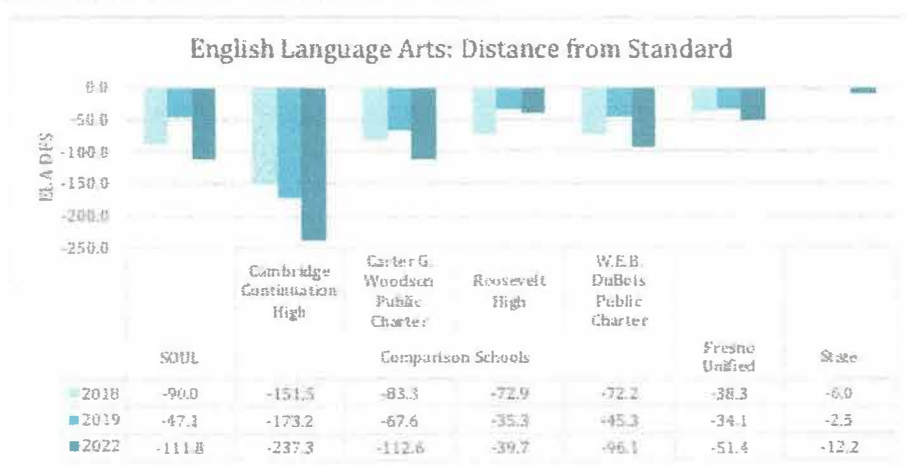
CAASPP ELA and MATH

Trends in the Data. SOUL's California School Dashboard results for ELA and math are limited to students in grade 11 who take the Smarter Balanced (SBAC) and CA Alternate (CAA) assessments and are continuously enrolled since census day. This represents *less than one-fifth of the students* who are enrolled at SOUL each year, because of our transient population and larger enrollment in twelfth grade than other grades. It is also too small of a group to disaggregate by key student groups such as

students with disabilities or English learners. The Dashboard was suspended in 2020 when state testing was canceled and again in 2021 when state testing was made optional. Therefore, the results presented show a break from 2019 to 2022.

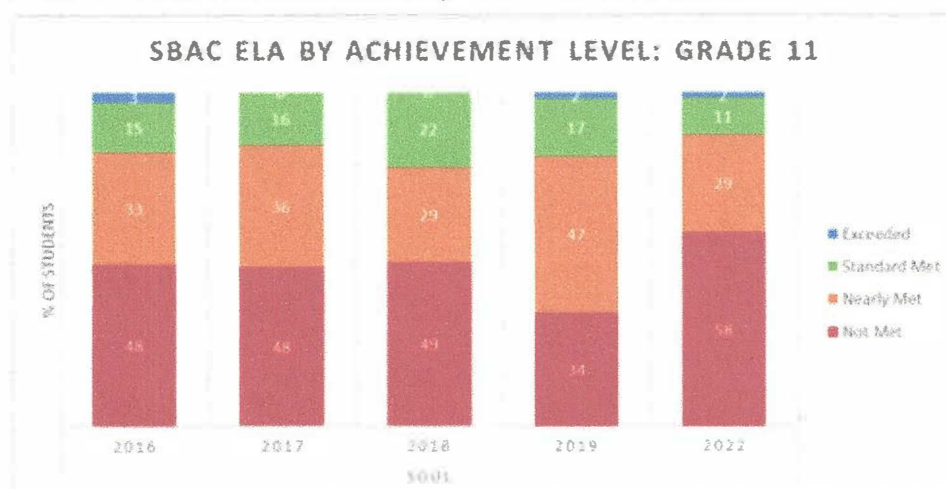
ELA: Trend & Data Analysis. SOUL's Dashboard performance in ELA improved from 2018 to 2019 but declined in 2022, the first year students were tested post-pandemic. The improvement from 2018 to 2019 was primarily due to a substantial reduction in the percentage of students scoring in the lowest achievement level, from 49% to 34% of students. SOUL's overall performance in 2022 was better than two of the four comparison high schools in the district, but it is still below the state average, which represents all students tested in grades 3-8 and 11.

Dashboard Distance from Standard in ELA



Source: CA School Dashboard

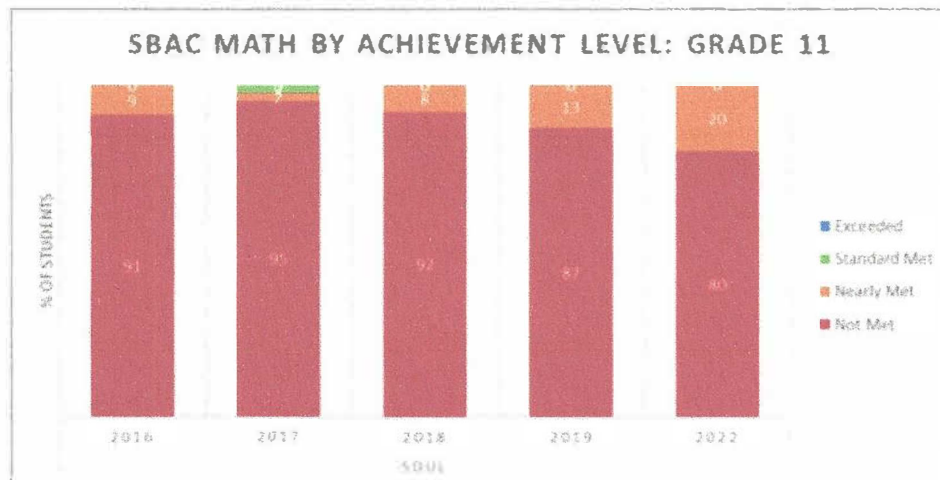
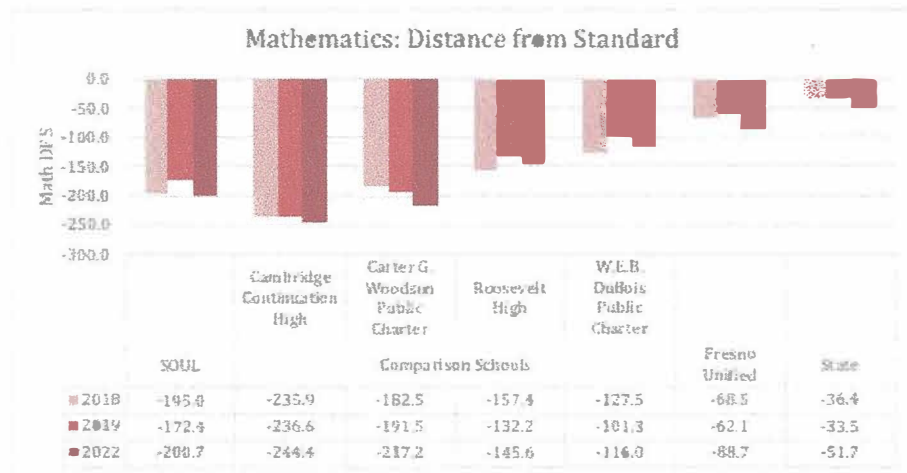
Smarter Balanced ELA Performance by Achievement Level



Source: DataQuest Smarter Balanced ELA

Math: Trend & Data Analysis. Like the state, district, and its comparison schools, SOUL's student performance on the Math state test is weaker than in English language arts. Dashboard scores climbed from 2018 to 2019 but declined in 2022. In 2022, SOUL outperformed two of its four comparison high schools. Over the last three years, SOUL has not had any 11th grade students meet the standard in Math. SOUL has experienced a reduced percentage of students scoring in the lowest achievement level over the last three years, from 95% in 2017 to 80% in 2022. The 2022 decline on the Dashboard is not reflected in the overall SBAC performance by achievement level reported on DataQuest; this is because the Dashboard represents a smaller group of students who were continuously enrolled since census day, and DataQuest shows all students with valid scores from the test administration.

Dashboard Distance from Standard in Math



Reflections on Student Performance Overall.

Test Environment: In January 2023, the District required that we reinstate our seated instructional program. School staff and teachers were given very little time to prepare and when we returned to school on January 9, we were expected to have a full classroom-based program in place. Despite starting small, with just 8-10 students receiving classroom instruction while the Independent Study students continued to meet with their teacher in the same classroom, the test environment was chaotic and caused anxiety for a lot of our Independent Study students who were used to having 2-3 students in a classroom and very little activity/noise.

Change in School Climate: To meet the District's mandate and ramp up the classroom based program, teachers' schedules were stretched and their work loads increased. This resulted in some time management issues in classrooms (as well as some behavior issues with the seated program students). The test environment was not ideal for concentration and focus, and it was observed by teachers that many students rushed to finish their test and leave the classroom. Testing was happening as classroom students were adjusting to being in school every day and displayed a bit of "posturing" behavior and some anxiety about the changes since they had not been in a classroom environment for some time.

Fluid Enrollment: As noted earlier, SOUL enrollment fluctuates dramatically during the school year, unlike the vast majority of traditional high schools. There is a large influx of new students at the end of the first semester and beginning of the second semester, making testing results appear to decrease; however, we are not actually testing the same students from the first test administration to the second. For example, we test our students in the Fall, and then between 8-12% of them graduate in the Winter; as these students are graduating, new students are enrolling, so that by the next testing period, there is a whole new cohort of students being tested, despite the raw numbers appearing largely unchanged. However, the scores of the new students are almost always lower than those of students who have been enrolled at SOUL for at least a semester. This reality requires alternative and more nuanced analysis than state mandated testing can provide. Implementing NWEA MAP testing has helped with this, however, our testing data that gets reported to the state appears worse.

Learning Loss from Pandemic: While this is a statewide issue, some of our students who lacked adequate access to computers/internet/support at home did not "attend" school during the 2020-2021 academic year. When they returned to school in 2021-2022 they were unprepared and unsupported trying to re-acclimate to a school setting. As noted, SOUL has experienced an increase in students who have missed entire school years and are now tasked with making up lost time to graduate. Despite these challenges, SOUL has been administering NWEA MAP assessments consistently since 2021-2022, and while there are still a lot of growth opportunities, we feel better informed on how to target support.

NWEA MAP

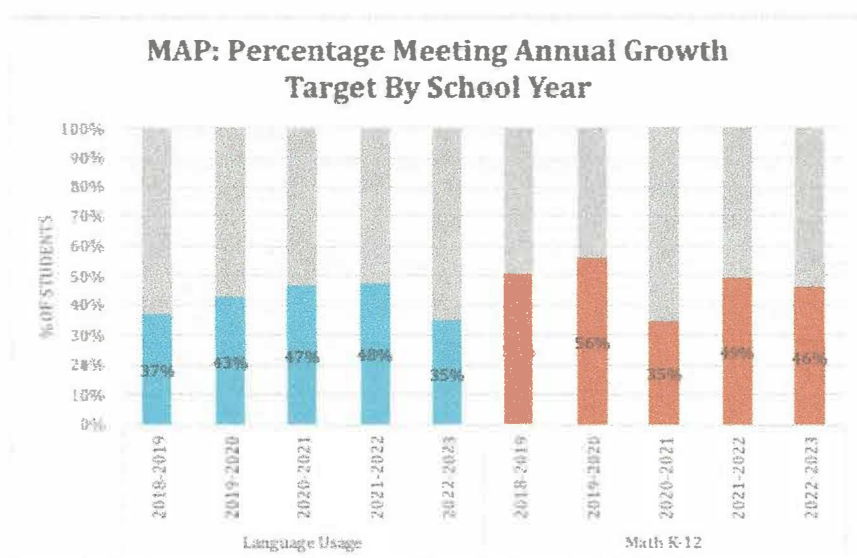
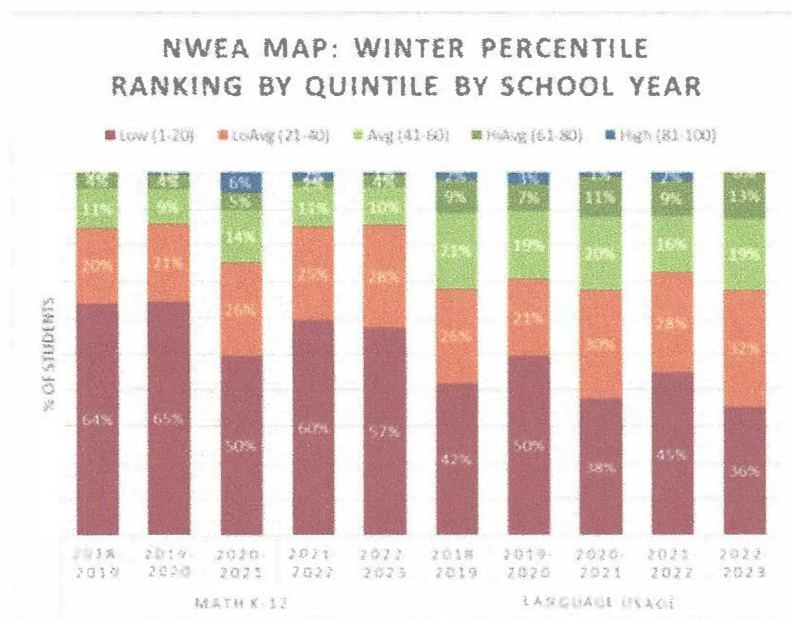
Trends in the Data. SOUL administers NWEA's Measures of Academic Progress (MAP) growth assessments three times a year – fall, winter, and spring – in math and language usage to all students in grades nine through twelve. MAP testing has occurred consistently each year from 2018-19 through 2022-23, although spring 2020 testing was canceled due to the pandemic.

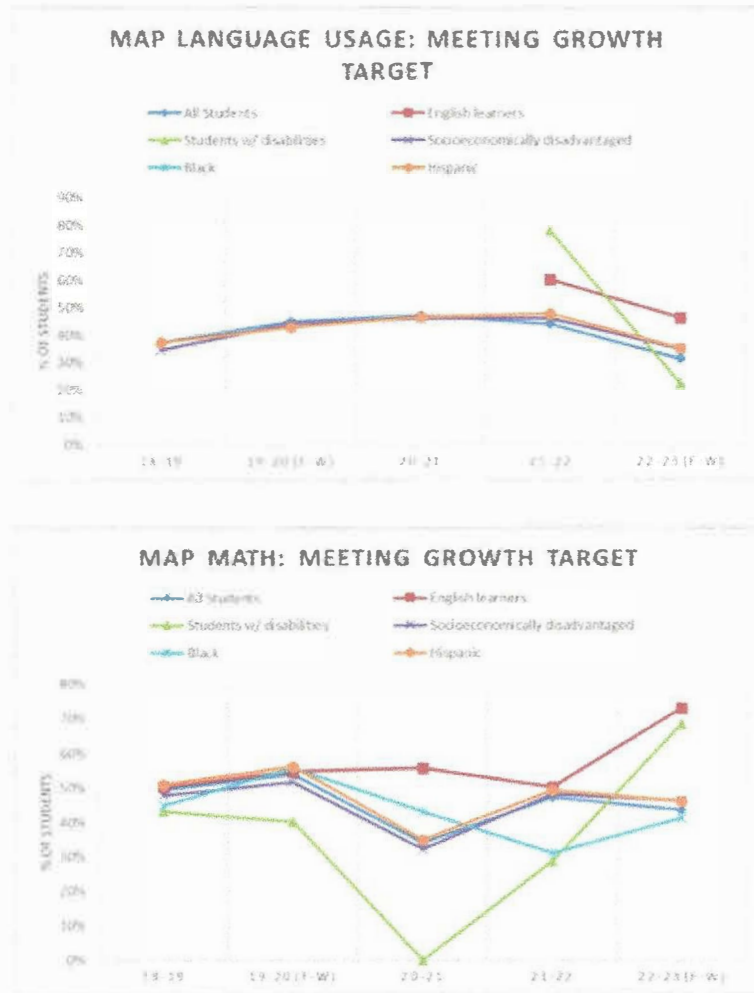
MAP is a nationally normed assessment that provides benchmarks for student performance based on a student's grade level and starting performance level. SOUL evaluates student performance compared to grade level norms and tracks growth each year from the first to the last test taken. Due to the transient population, the growth measured can be from fall to winter, winter to spring, or fall to spring. Since the MAP language arts assessment only provides growth norms through eleventh grade, it's not possible to analyze language arts performance by students in their fourth year or later.

Trend & Data Analysis. Students entering SOUL are typically performing more than three grade levels below expectations. Through NWEA MAP, SOUL focuses on meeting students where they're at and achieving growth over time. In both math and language arts, the percentage of students in the lowest quintile (1st-20th percentile) has decreased over the last five years, from 64% to 57% in math and 42% to 36% in language usage.

Similar to the SBAC assessments, SOUL's performance in language usage is consistently stronger than math each year, and a greater percentage of students are average or above in language usage. The average or above percentage grew five points in language usage from winter 2021-22 to winter 2022-23. Performance stayed flat for math for the same period.

Students are assigned unique growth targets based on the subject tested, starting level, and instructional period. Most years, approximately half of SOUL students meet their growth targets for the year. From fall to winter 2022-23, growth is strongest for English learners and students with disabilities in math and English learners in language usage.





Graduation Report

Trends in the Data. The graduation rate calculation on the Dashboard has shifted over time for DASS schools. Prior to 2022, DASS schools displayed the twelfth grade graduation rate (one-year graduation rate) on the Dashboard. Starting with the 2022 Dashboard, DASS schools are subject to the same 4/5-year cohort graduation rate rules as all high schools.

Trend & Data Analysis. Even though the graduation rate calculation changed, SOUL's 4/5-year cohort graduation rate is still similar to its 2018 rate, with approximately 65% of students graduating. This graduation rate is on par with the comparison continuation high school in the district, but lower than the district and state average.



Parent Engagement. Typically, parents of at-risk high-school age students do not actively participate in their child's school activities. At least one-third of the parents of SOUL students mark "No High School Diploma" for themselves on enrollment forms. Currently, there are only 12 parents who currently have students enrolled who marked "completed college" for themselves. A majority of our students live in single-parent households or in a home with a step-parent. A majority of our parents are unemployed or under-employed. Over 90% of our families are considered low socio-economic status. Forty-five of our students live in households in which their parent(s)/guardian(s) does not speak English. A majority of parents have a history of negative interactions with school personnel from their own school experiences and also from their child's previous school experiences, making them understandably distrustful and defensive at times.

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.

Interestingly, because SOUL has been serving the Fresno community since 1998, graduates of SOUL are enrolling their own children in our programs—a reflection of the positive and long-lasting connections SOUL makes with the students we serve.

School Climate Survey Highlights

Trend & Data Analysis. In the post-pandemic learning environment, nearly 80% of responding parents reported that their student's mental well-being, earning their diploma, and credit recovery were "very important" issues to them. Our expanded independent study option is particularly attractive to our students and their families, with 52.6% of parent respondents reporting that they will enroll their student in independent study in the next academic year. About 27% and 20.5% of respondents said they would

choose classroom-based and hybrid (2-3 on-campus days per week), respectively. These responses are indicative of the great need for flexibility among our student population, many of whom have competing non-school priorities. In fact, nearly 60% of our students responded that they work to contribute to family incomes, making flexibility a priority in their ability to complete their high school diploma—100% of respondents rated completing their high school diploma as a goal. Preparing for a career is also a high priority for most of our students, with more than 60% indicating that they would like SOUL to offer more career-focused classes and paid work experience.

**Student Learner Needs Grounded in Data
and Important Questions Raised by Analysis of
Student Demographic, Performance and Perception Data**

One of the biggest takeaways from our student and parent surveys is their desire for more individual tutoring. Given the nature of the student population that SOUL serves, we must be responsive to feedback and requests for how best to ensure they reach their academic goals. The top two career pathways students reported interest in for their post-graduation plans are medical/health careers and business. Both of these career pathways require solid foundations in effective written and oral communication, and a strong foundation of basic mathematical concepts. As shown in the data analysis above, SOUL students were on a steady upward trajectory toward meeting grade level standards; the pandemic negatively impacted this trajectory, however, students indicating that they would benefit from individual tutoring is a relatively straightforward action item that SOUL can implement in ways that meet students' needs (e.g., in-person, small group, web-based).

Questions:

- How can SOUL expand options for individual tutoring, particularly for those students in the independent study program?
- How can SOUL increase awareness of existing support resources?
- How can SOUL increase attendance at parent meetings so we are heading off any issues a student may face in completing their coursework?

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources (9 pages maximum for Category A)

Criterion A1: Vision and Purpose

Criterion A1: Vision and Purpose (1–2 pages maximum)

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
<p>In WASC focus groups, SOUL stakeholders took the opportunity to reflect on the school's mission and vision. A student participant shared their perspective on the SOUL mission and vision statements, with the following revisions being considered as a result:</p> <p><u>Mission.</u> The School of Unlimited Learning's (SOUL) mission is to empower and academically direct our students.</p> <p><u>Vision.</u> By utilizing all tools available, SOUL focuses on approaching students through a culturally sensitive lens. This is accomplished through our multi-tiered systems of support, a diverse and inclusive staff, and a welcoming environment.</p> <p>Parent participants in the WASC focus groups related to this Criterion reported they felt that the mission and vision were clearly connected to the initiatives related to student learning and growth undertaken at SOUL. Parents are invited to engage with school leadership at Governing Council meetings, participate in the ELAC, attend parent meetings, and meet with their student's case manager to understand and provide input on school wide goals. Additionally parents are informed of important activities through email, phone calls, and the Simple Texting system.</p> <p>During WASC focus groups related to Criterion A, stakeholders (Principal, board members, parent, student, teachers, staff) discussed refreshing and reinstating ESLRs, which had received less focus during the pandemic.</p>	<p>Proposed revisions to Mission and Vision statements</p> <p>Revised ESLRs</p> <p>Regular parent meetings</p> <p>Graduation requirements</p> <p>Personalized learning plans</p> <p>LCAP & Annual updates</p> <p>Simple Texting (communication system)</p>

<p>Additionally, with the proposed revision to the mission and vision statements, SOUL's Expected Schoolwide Learning Results now include the following proposed updates:</p> <ul style="list-style-type: none"> - Effective Communicators [no change] <ul style="list-style-type: none"> - Demonstrate ability to read, write, speak and listen for a variety of reasons. - Possess social and cultural literacy skills to function productively in today's society. - Academic Achievers [updated] <ul style="list-style-type: none"> - Demonstrate proficiency in all core academic subjects. - Critical Thinkers and Problem Solvers [no change] <ul style="list-style-type: none"> - Analyze, synthesize, and apply information. - Apply problem-solving and decision-making skills to real life situations. - Information Processors [updated] <ul style="list-style-type: none"> - Demonstrate the ability to effectively access resources and information in a complex and technological world. - Self-Directed Lifelong Learners [no change] <ul style="list-style-type: none"> - Set, pursue, and accomplish realistic and challenging goals. - Develop a post-secondary plan that clearly reflects the options and choices available to them upon graduation. - Responsible and Productive Citizens [no change] <ul style="list-style-type: none"> - Demonstrate healthy, responsible behavior and work collaboratively and respectfully in an ethnically, culturally, linguistically and socio-economically diverse community. - Recognize and respect the rules and processes that govern society. 	
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Criterion A2: Governance

Criterion A2: Governance (1 page maximum)

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

<p>A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.</p>	
Findings	Evidence
<p>SOUL is governed by an 17-member governing council that conducts meetings according to California's open meeting law, the Ralph M. Brown Act. All members of the public and all SOUL stakeholders are welcome and encouraged to attend the governing council's monthly meetings. SOUL staff provide monthly reports to the council, with materials available to the public, that include updates on progress toward grade level outcomes (e.g., CAASPP and NWEA MAP, attendance reports, behavioral incidents, etc.). Attendees at council meetings are provided dedicated time and space to address the council on any topic.</p> <p>Council policies and other documents related to school governance are</p>	<p>SOUL website</p> <p>Governing Council website</p> <p>Council meeting agendas and minutes</p> <p>Simple Texting</p> <p>Charter Petition</p>

accessible on the SOUL website. The school community receives communications on any council actions that have direct impact on students and/or the school community and its stakeholders.	Parent Survey
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Criterion A3: Leadership for Learning

Criterion A3: Leadership for Learning (1–2 pages maximum)

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

<p>A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.</p> <p>A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.</p> <p>A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.</p>	
Findings	Evidence
<p>As a small school, SOUL is an organically collaborative organization. Teachers meet formally on a weekly basis to examine student progress toward grade level outcomes. Because many students require support across subject areas, these meetings also serve as check-ins on particular students who may be struggling academically or socially; teachers are able to quickly connect with other SOUL staff to ensure these students receive "just-in-time" attention and support.</p> <p>With the introduction of NWEA MAP testing, teacher and schoolwide meetings have become relatively easier in addressing student learning gaps because data is standardized and training on how to analyze the outcomes has been conducted. The Principal and other instructional and support staff meet with teachers periodically to understand trends across student groups/grade levels/courses and co-design strategies for addressing growth areas. Additionally, areas for professional development are identified that complement the annual calendar of scheduled trainings.</p> <p>The Schoolwide Plan for Student Achievement, along with other plans/documents that reflect achievement goals, are reviewed regularly with teachers to ensure they are understood and realistic. These reviews take place formally with the wider school community during events like LCAP public hearings, parent meetings, and through schoolwide communications. Services, additional resources and tools are identified during review sessions to ensure students are being provided with the appropriate support to reach their goals.</p>	<p>SPSA</p> <p>LCAP</p> <p>Professional development schedule</p> <p>CAASPP data</p> <p>NWEA MAP results</p> <p>ESLRs</p> <p>Personalized Learning Plans</p> <p>Case Managers</p>

Criterion A4: Qualified Staff and Professional Development

Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
<p>Qualifications for positions at SOUL are determined by the Fresno EOC human resources office. Mandatory qualifications, particularly for certificated positions, are confirmed by the Office prior to an offer of employment, and are re-checked annually. SOUL utilizes a panel format to hire personnel to ensure that there is broad support for a candidate, and all qualified candidates are given equal opportunity in the hiring process. Final hiring recommendations are made by the Principal to the Fresno EOC human resources office. The Principal acts as the supervisor for SOUL staff.</p> <p>SOUL has remarkable staff retention compared to the vast majority of schools like it. Sixty-five percent of SOUL staff have been at the school for at least 15 years, and 25% have been at SOUL for more than 20 years. Our staff retention is a testament to the culture of caring and collegiality we have built, and shows our dedication to our student population and that of greater Fresno.</p> <p>Experienced SOUL teachers serve as mentors to teachers who are new to SOUL, new to the teaching profession, or both. Teacher assignments are based on student academic need. Annually, a master schedule is developed to reflect anticipated student populations.</p> <p>All staff are provided an annual calendar of planned professional development that is relevant to their area(s) of responsibility and job duties. Additional development opportunities are identified throughout the academic year in response to any timely needs (e.g., SPED student achievement).</p> <p>Formal policies enacted/approved by the Governing Council are shared with SOUL staff during weekly meetings in addition to being announced, discussed, reviewed, and voted upon in open public meetings. Staff and school community stakeholders have clearly defined procedures for</p>	<p>Fresno EOC Personnel Policies & Procedures Manual</p> <p>CDE Teacher Assignment & Monitoring data</p> <p>Published Governing Council policies</p> <p>Uniform Complaint Procedure</p> <p>Governing Council meeting agendas and minutes</p> <p>Master schedule(s)</p> <p>LCAP</p> <p>Staff retention rates</p>

expressing concerns to leadership and the Governing Council and external oversight bodies (i.e., chartering authority).

Criterion A5: Resources

Criterion A5: Resources (1–2 pages maximum)

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings

Evidence

SOUL's operating budget is developed, reviewed, and approved annually by the SOUL Governing Council. The Financial Policies of SOUL define how the budget is developed and on what schedule, in addition to defining day-to-day procedures for maintaining the fiscal affairs. SOUL's Financial Policies are available for review by the public and the public may provide input and feedback during their annual review in an open meeting, along with providing input and feedback on the operating budget prior to the Council's consideration for approval.

Operating funds are divided into 'restricted' and 'unrestricted' spending categories, with the vast majority of annual funding falling into the 'restricted' category and spent directly on serving students.

As is required, SOUL's financials are audited annually by an approved California-based accounting firm. The Governing Council solicits proposals from auditing firms to ensure the school is receiving the best support at a reasonable cost. SOUL's audit practices are detailed in its charter petition.

School site staff review the quality and relevancy of curriculum and instructional materials on an annual basis. Updates are made when it is determined that new curricula would better serve the learning needs of students. Supplemental tutoring is made available to students on a daily basis. Teachers are given the leeway to develop standards-aligned instructional materials that address the unique learning modalities of their students.

With SOUL's enrollment being a majority of independent study students, facilities are appropriate for students attending classes or tutoring or other support sessions onsite.

Council-approved annual operating budget

Financial Policies

[LCAP](#)

[SARC](#)

Daily tutoring

Facility Inspection Tool reports

Annual audit report

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, Resources Summary

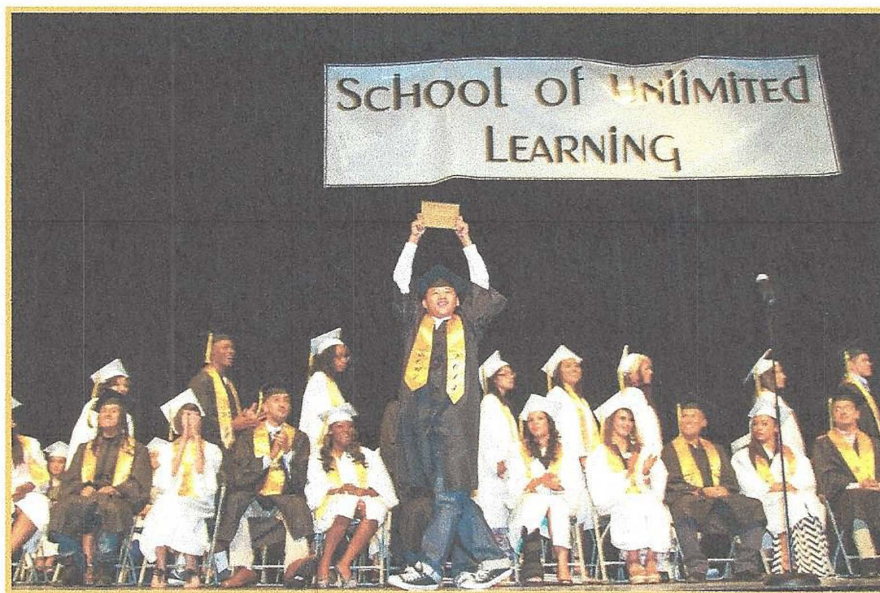
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Empowering students to be complex thinkers; providing comprehensive learning experiences that are student-centered.
2. Teacher-parent connections.
3. SOUL is a program of Fresno EOC, therefore students and parents have direct access to the services provided through one of the nation's largest community action agencies.

Areas of Growth

1. Additional opportunities to engage parents more often and with a variety of options.
2. Student recognition and incentives.
3. Informing parents of good news about their students (like phone calls home).



Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum (2–3 pages maximum)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
SOUL implements a curriculum and educational program that is aligned to California's state standards. Externally sourced curriculum is supplemented by teacher-created instructional materials that help them individualize their students' education experience, which keeps students engaged and persisting through their education journey.	SOUL curriculum and teacher-created instructional materials A-G approval
SOUL's curriculum, instructional materials, supplemental resources, and instructional delivery methods are grounded in academic research (e.g., scaffolding, literacy integration, EDI) and prepare our students to meet graduation requirements, schoolwide learner goals, academic achievement standards, and be prepared to enter college and/or career post-graduation. Textbooks are a-g approved. SOUL recently purchased updated core subject textbooks that are better suited to the learning styles of modern students. In fact, in focus groups on this criterion, student participants reported that they felt academic work at SOUL was better aligned to their learning styles and that they were able to grasp difficult concepts because their teachers spend time with them individually to address gaps in understanding. In all classes, students are expected to demonstrate a respectful appreciation for ethnic, cultural, and socioeconomic variance across the school and in their communities.	Updated textbooks SARC Professional Development ESLRs Lesson plans Graduate profile Graduation requirements Community-based partnerships
During weekly meetings, teachers review lesson plans and are able to plan for integrating concepts across courses. Diverse class offerings also allow students to apply learned concepts from one subject area/class to another. SOUL has focused a lot on pulling literacy and language concepts and practice across all subject areas.	EOC services Personalized learning plans
Students who are classified 'special education' are provided	Career center Career counselor

<p>appropriate accommodations and modifications as specified in their IEP or 504 plan. Differentiated instruction is provided to our English learners. All teachers engage in professional development in EL strategies.</p> <p>Expected Schoolwide Learning Results are incorporated into each lesson in every subject and school-based activity. For example, in math courses, students are required to use and grow their critical thinking skills to analyze, synthesize, and apply information to solve the problem presented. In social science courses, students must practice the characteristics of responsible and productive citizens through participation in community service / service learning projects (e.g., acting as a poll worker). In music classes, students must practice their communication skills in order to collaborate on a piece of music. English classes also help hone students' skills in effective communication and becoming effective critical thinkers and problem solvers who can clearly articulate their perspectives on a given topic, and cite evidence to support. In science classes, students must practice information processing skills to understand challenging concepts and make clear connections to their world around them.</p> <p>Students practice goal-setting through the development of their personalized learning plan, to which they hold themselves accountable. Students are provided guidance on meeting their goals from their case managers and teachers, as well as a career counselor. SOUL's career center administers career assessments to students, and provides students with information about accessing career resources and college exploration. Electives and basic skills workshops prepare students to meet outcomes related to academics and prepare them for life post-graduation.</p> <p>SOUL has a large network of community partners, both through school-established connections and through the Fresno EOC network of services and connections. CAP60 provides an agency-wide database for referrals. Interact Club / Fresno Cultural Arts Rotary are SOUL's community service and international service projects partners. Interact Club activities count toward graduation credits and build students' skills for post-graduation life. Local churches make basic need donations to SOUL. The Boys and Girls Clubs of Fresno provide volunteer opportunities to students. The career center provides resume building services, guidance on college applications and completing the FAFSA. EOC's child development centers provide daycare to students who are parents. Fresno Unified School District provides SOUL with special education services.</p> <p>During the pandemic a number of SOUL students began taking college courses online. SOUL will begin to develop this option more systematically so students can earn credit toward their college degrees while still enrolled at SOUL.</p>	<p>CAASPP scores</p> <p>NWEA MAP assessments</p>
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Criterion B2. Equity and Access to Curriculum

<p>sufficient weekly progress. Designated math and language arts tutorial labs are assigned for identified students with reading and math skills below grade level.</p> <p>Students have access to additional technology and supplemental resources designed to assist all students, especially English learners to increase their reading and math skills. All core curriculum teachers will continue to receive professional development and training in common core/differentiated instruction, reflective lesson planning and curriculum development. Annual professional development plan reflects school efforts to enhance common core instruction and student performance.</p> <p>SOUL will continue to participate in professional development in ELD standards to assist teachers with understanding and implementing literacy and English Language Development standards.</p> <p>All teachers incorporate language and literacy development into their course curriculum, focusing on reading, writing, and vocabulary development. Weekly lesson plans clearly reflect all literacy and ELD standards.</p>	<p>ELD standards</p>
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Criterion B2. Equity and Access to Curriculum (2–3 pages maximum)

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Finding	Evidence
<p>Students have access to a broad course of study that includes all core subjects and a unique mix of electives, including child development, street law, success for life, music, film appreciation, college/career readiness, and computer literacy. Students are encouraged to choose electives that not only interest them personally, but are connected to goals in their personalized learning plans. SOUL does its best to make adjustments to these course offerings based on student need and interest. Additionally, SOUL is working on developing a systematic approach to students enrolling in online college courses so they can get ahead in their studies and earn college credit while in high school.</p> <p>Students develop, in collaboration with their guidance counselor, a personalized learning plan that both details the academic goals that must be met, as well as the personal goals students are interested in reaching (e.g., music, child development, drivers education, etc.).</p> <p>A positive move in education overall is the focus on making learning and instruction relevant to students' lived experiences. While this has always been baked into SOUL's approach because of the student population we serve, SOUL has been more intentional in recent years in selecting curriculum, supplemental instructional materials, and school based and external resources/connections that make what is learned in the classroom clearly applicable to life outside the classroom. In addition to courses and instruction that incorporate real world experiences for students, teachers connect their lessons to their own personal experiences—an instructional approach that increases the sense of trust and connectedness between teacher and student.</p> <p>Students take career assessments that help inform them of potential career paths that are aligned to their interests and skills. They meet with career center staff to identify post-graduation options and prepare to meet their requirements.</p>	<p>Master schedule</p> <p>Enrollment in college courses</p> <p>Personalized learning plans</p> <p>Lesson plans</p> <p>Course enrollment</p> <p>Parent survey results</p> <p>Street Law course</p>

<p>Collaboration among parents, students, and SOUL staff is critical to the success of students. SOUL holds regular parent meetings to engage in collaborative planning, collect feedback on current programs, and input on what could be improved to meet the needs of all students. In fact, results from our 2022-23 parent survey showed that 95% of respondents agreed or strongly agreed with the statement "This school actively seeks the input of parents before making important decisions," and "This school provides high quality instruction to my child," and "This school has teachers who go out of their way to help students." Additionally, 95% of parent respondents reported in the survey that they agreed or strongly agreed with the statement, "Teachers communicate with parents about what students are expected to learn in class." These highly positive responses would be impossible without our targeted and intentional work to engage parents in their students' learning through an openly communicative and collaborative approach.</p>	
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ACS WASC Category B. Curriculum Summary

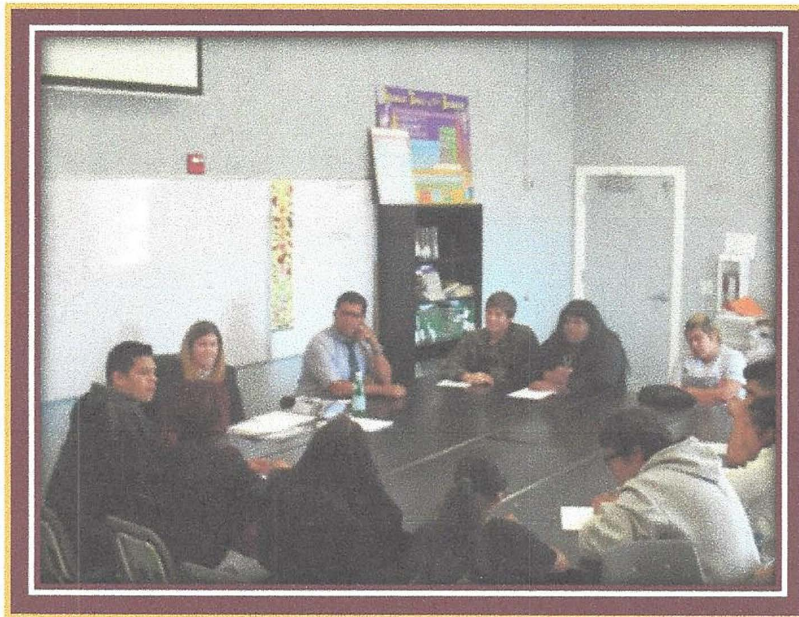
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Curriculum is a-g approved and standards-aligned, and incorporates critical thinking, academic language, and diverse perspectives.
2. Newer textbooks are relevant to students' lived experiences.
3. Teacher-student collaboration and structured student-student collaboration.

Areas of Growth

1. A-g approval for updated core curriculum.
2. Updated facilities that created a more aesthetically pleasing environment for students.
3. Increase the awareness of and utilization of the daycare center so teen parents can take more elective classes and participate in extracurricular activities.



Category C: Learning and Teaching (6 pages maximum for Category C)**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences****Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (1–3 pages maximum)**

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

<p>C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.</p> <p>C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</p>	
Findings	Evidence
<p>SOUL maintains small class sizes in comparison to other high school settings, which allow teachers to provide individualized attention to each student. Students and teachers confirmed that there are clear expectations when it comes to demonstrations of learning in the classroom. In focus groups students were asked to explain how they demonstrate learning in their courses. For example, when asked "What do we do when we first introduce a book in English?", a student responded "We read book summaries, identify story archetypes, and then break into student pairs to discuss." When asked how students are expected to choose an essay topic and develop an essay that meets the assignment standards in their earth science course, they responded that they must choose a topic area, use cross-curricular research to inform their statements in the essay, and work with other students and/or their teacher to make revisions before finalizing. In English classes they spoke about learning how to develop a first draft following their research, then did peer revisions and edits with an accompanying class rubric before developing a final version of their essay.</p> <p>When asked to identify which courses prepare them for college, students identified: math workshops that make doing math "fun"; specific teachers who make learning math "easy" through thorough explanations and gamifying math concepts; space and time to interact and work with other students on challenging concepts; health classes help students understand their bodies, and the impacts of drugs and alcohol on bodily and cognitive function.</p> <p>In focus group work with students, they identified key words that they associated with their thoughts and feelings about SOUL. Eighty percent of students chose positive words, including "hopeful", "accepted", "seen", "safe", and "happy".</p> <p>Every SOUL student has a personalized learning plan that maps out their progress, including course sequencing, that will lead them to graduation and help them meet college entrance requirements.</p>	<p>SARC</p> <p>Classroom objectives and standards are displayed in every classroom.</p> <p>NWEA MAP data</p> <p>CAASPP outcomes</p> <p>Course rubrics</p> <p>Course learning objectives that demonstrate embedded literacy concepts/teaching</p> <p>ELPAC results</p> <p>Pre- and post-unit assessments</p> <p>Grades/report cards</p> <p>Student Information Software, School Pathways?</p> <p>Personalized Learning Plans</p>

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (2–3 pages maximum)**

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p>Upon enrolling or at the beginning of the school year, each student is assessed in language arts and math through NWEA's Measures of Academic Progress (MAP). Students scoring below the standard upon enrolling will be given an individualized, prescriptive language arts and/or math curricula through Edgenuity's MyPath. NWEA's Measures of Academic Progress benchmark exams are given three times per year to monitor student progress in language arts and math. Additional staff will provide instruction or personalized tutoring for identified students. All teachers will be provided student benchmark performance data, to which they will refer and provide students prescriptive resources, such as Edgenuity's MyPath and other resources to address learning loss in language and math. Teachers receive training in CAASPP testing and review best practices for integrating language arts and math into all curriculum. A schoolwide effort is centered on developing strategies to improve language arts and math literacy across the curriculum.</p> <p>Teachers at SOUL act as "coaches" in facilitating student learning. In doing so, every teacher takes the time at the start of each school year (or when a new student enrolls) to have a one-on-one conversation so they may understand the student's self-identified learning strengths and their preferred learning modality. These short meetings ease feelings of anxiety in the classroom and when interacting with their teacher; SOUL is often the 'last stop' for students before they may exit education entirely as most have had negative experiences in traditional high school settings, so this small but crucial student-to-teacher connection at the start sets a supportive tone for the students' experience at SOUL. Students reported "feeling welcomed" by these connections.</p> <p>Because of SOUL's intentionally small class sizes, students are provided ample space to express themselves and speak up when they require teacher assistance in their learning. In focus groups, students expressed how teachers make learning "fun" (for example, one</p>	<p>CAASPP outcomes</p> <p>Course grades</p> <p>Course rubrics</p> <p>Edgenuity</p> <p>NWEA MAP assessments</p>

teacher gives students riddles to solve in order to grasp a specific concept). Students also spoke about how they enjoyed learning that was project-based, that let them "move around" and engage in hands-on learning. Students also expressed their appreciation for how teachers and staff are in frequent contact with them, making them feel supported through distance learning (and independent study).

In the transition to distance learning during the pandemic and now in a hybrid model, teachers have leveraged many different learning materials and resources, including audio books, video projectors, document cameras, etc.

ACS WASC Category C. Learning and Teaching Summary

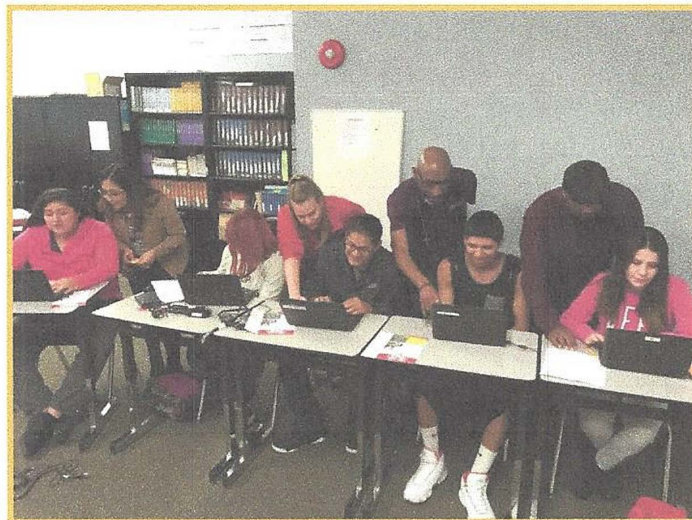
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. A large variety of learning materials and instructional resources.
2. Small class sizes facilitate trusted relationship building among teachers and students, and among classmates ("there is no hate here").
3. Fewer distractions in the SOUL hybrid learning model, allowing more time for students to focus on their academics ("no drama")

Areas of Growth

1. Design more ways for individual teacher-student engagement for further trusted relationship building.
2. Develop more opportunities to award assignment credits to students if they are struggling (to encourage academic understanding of concepts and persistence through the course).
3. Develop more project-based work, which students seem the most engaged by.



Category D: Assessment and Accountability (6 pages maximum for Category D)

Criterion D1: Reporting and Accountability Process

Criterion D1: Reporting and Accountability Process (1–3 pages maximum)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

<p>D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.</p> <p>D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.</p> <p>D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.</p> <p>D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.</p>	
Findings	Evidence
<p>SOUL uses California Department of Education-approved formative and summative assessments to understand student academic progress toward grade level outcomes. Classroom teachers also use teacher-created and school-created assessments to understand benchmark progress. A standardized semesterly report card and quarterly progress report is created for each student to show cumulative annual progress on grade level achievement outcomes. Student records, including grades and other measures, are centrally maintained in SOUL's student information system—School Pathways.</p> <p>Teacher meetings are held weekly to assess performance within and across student subgroups with the goal of identifying any similar factors that may be impacting student achievement—positive or negative. The results of these meetings can contribute to annual updates/changes to school wide assessment measures, like annual report cards. Prior year assessment results are analyzed by teachers, school leadership, and instructional support staff in the weeks leading up to the start of a new school year during professional development and school year planning sessions. New and updated benchmarks for growth are detailed in these weeks. Instructional staff also receive professional development during this time to address any areas for growth identified in the data from the prior year.</p> <p>SOUL provides our chartering authority, Fresno Unified School District, with any annual or benchmark assessment data when requested. Additionally, Fresno Unified conducts annual oversight visits of SOUL and SOUL provides FUSD with annual reports.</p>	<p>SBAC</p> <p>ELPAC</p> <p>NWEA MAP for English and Math 3/year</p> <p>School wide assessment calendar</p> <p>In-class tests and quizzes</p> <p>Class participation</p> <p>Student case manager plans</p> <p>Listenwide (EL students)</p> <p>Pre-academic year professional development intensives; grade level and subject area collaborative planning</p> <p>Annual reports, site visits</p>

**Criterion D2: Using Student Assessment Strategies to Monitor
and Modify Learning Progress**

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (1–3 pages maximum)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

<p>D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.</p> <p>D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.</p> <p>D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</p>	
Findings	Evidence
<p>SOUL's small class sizes allow for teachers to relationship-build with students, which informs teachers' understanding of their students' achievement progress and, most critically, how they can tailor instruction and provide support based on that student's individual needs.</p> <p>Teachers use students' personalized learning plans to monitor their progress and provide input to guidance counselors on updates/changes that should be made. Students also meet with their case managers twice per year to review case plans and make adjustments if needed.</p> <p>If needed, students receive credit deficiency notices formally notifying them that they are at risk of falling off their track to graduation. However, receipt of these notices is never a surprise to students because teachers are consistently reviewing student progress and informing students on their trajectory toward grade level outcomes and graduation.</p> <p>In focus group work, students reported that their teachers find alternative ways to help them understand content area concepts, and review test questions they missed in order to understand where instructional delivery can improve and ensure student understanding. Teachers will also make phone calls to parents/guardians to notify them of their students' risk of falling behind and collaboratively devise strategies to ensure the student stays on track to meeting grade level outcomes and graduating on time.</p> <p>NWEA's MAP Quarterly Assessments are utilized in coordination with Edgenuity MyPath curriculum to track the ELA and math progress performance of all students, 9 through 12, throughout the year. Data from the Quarterly Benchmarks are used to guide instruction. Mandatory individualized tutoring is scheduled for students not making</p>	<p>Personalized Learning Plans</p> <p>Case manager meetings with students</p> <p>Tutoring participation</p> <p>Monday afternoon study skills class</p> <p>English and math workshops for basic skills</p> <p>Quarterly deficiency notices</p> <p>Parent phone calls</p> <p>School Pathways grade reports</p> <p>Daily attendance</p> <p>NWEA MAP</p> <p>Edgenuity, MyPath</p> <p>Tutoring</p> <p>Professional Development calendar</p> <p>Lesson plans</p>

<p>sufficient weekly progress. Designated math and language arts tutorial labs are assigned for identified students with reading and math skills below grade level.</p> <p>Students have access to additional technology and supplemental resources designed to assist all students, especially English learners to increase their reading and math skills. All core curriculum teachers will continue to receive professional development and training in common core/differentiated instruction, reflective lesson planning and curriculum development. Annual professional development plan reflects school efforts to enhance common core instruction and student performance.</p> <p>SOUL will continue to participate in professional development in ELD standards to assist teachers with understanding and implementing literacy and English Language Development standards.</p> <p>All teachers incorporate language and literacy development into their course curriculum, focusing on reading, writing, and vocabulary development. Weekly lesson plans clearly reflect all literacy and ELD standards.</p>	<p>ELD standards</p>
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ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Implementation of NWEA MAP testing has helped SOUL identify and understand nuances in student achievement progress, particularly in comparison to state mandated assessments; NWEA MAP results in English and math help school leadership secure additional instructional supports, including targeted professional development.
2. The variety of formative and summative assessments available to teachers provides breadth and depth of understanding regarding student progress toward academic achievement outcomes.
3. An effective structure of providing students individualized feedback on their progress.

Areas of Growth

1. Improve understanding for students and parents/guardians on how to monitor student progress through Pathways (grades, attendance, test scores, etc.).
2. Improve messaging to students around NWEA MAP's purpose and what assessment results mean in relation to their academic progress.
3. Increasing access for independent study students to English and math workshops that assist with basic skills.



Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)

Criterion E1: Family and Community Involvement

Criterion E1: Family and Community Involvement (1–2 pages maximum)

The school leadership employs a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Evidence
<p>SOUL understands the importance of engaging students' families in their educational experience and makes sustained efforts to inform parents and the larger community of events and initiatives undertaken by the school. The Governing Council includes a parent, student, and community representative so it may receive direct input and feedback from these stakeholder groups.</p> <p>Teachers and staff are aware of and sensitive to the challenges students face that contribute to their enrollment at SOUL. The majority of our students are severely credit deficient, which means, for one reason or another, they became disengaged from their educational journeys; it's the mandate of SOUL to re-engage students in ways that honor their past experience while helping them regain their footing and succeed in their studies. The breadth of services available to our students that are not strictly academic demonstrate our commitment to serving our students holistically and ensuring they succeed in every aspect of their lives, not just academically.</p> <p>Perhaps one of the most important characteristics of SOUL is its non-judgemental environment. Teachers and staff work with students without judgment of their past experience(s) or what brought them to SOUL. This approach reminds our students—and their families—that they are worthy and deserving of a quality education that speaks to their interests, helps them meet academic achievement standards, and prepares them for life after graduation. SOUL achieves this through a number of means, including small class sizes that encourage the development of trusted relationships between students and their teachers.</p> <p>SOUL reinforces this welcoming and open school community through school based events, like our Open House held in the Spring. The event allows parents to meet with administrators and teachers, hear about their student's progress, and explore the grounds of the high school.</p>	<p>Governing Council makeup</p> <p>Monthly parent meetings</p> <p>SOUL Facebook page</p> <p>School community events calendar</p> <p>Simple Texting</p>

SOUL uses social media platforms, such as Facebook, to provide generalized updates about the school and events that are taking place. Parents are emailed a variety of communications, and we recently instituted a text messaging system to notify parents more directly of important communications (Simple Texting).

SOUL employs a full-time Social Emotional Specialist to meet the social-emotional needs of our students and make referrals to outside services if necessary, and/or advises classroom teachers on accommodations for students. All teachers have been trained in the Success for Life curriculum (a course taught by the Social Emotional Specialist) over the past four years, and make referrals to our Guidance Counselor Coordinator and Case Managers for additional assistance to students who suffer from COVID-related depression, stress, isolation, or anxiety. By prioritizing student safety and managing stress, teachers and support staff can support the well-being and long-term academic success of students. SOUL has discovered that frequent contact with parents and students (being available, listening compassionately) helps to mitigate feelings of isolation and depression. Through frequent phone calls to parents, SOUL staff functions as a vital support system and facilitates further communication. Ongoing conversations with students about healthy sleeping, eating, and exercise contribute to more positive mental health. Weekly staff meetings and daily communication among staff contributes to positive emotional and social well-being. SOUL staff has always worked as a team in all of its activities. It is one of the strengths of the school. Positive teamwork contributes to positive emotional health and social well-being.

Dedicated school personnel translate materials and communications into Spanish for our Spanish-speaking families, and make personal phone calls to families to ensure they are aware of school events. These personnel also meet in-person with Spanish-speaking families periodically to ensure they understand the SOUL educational program, the requirements for their students, behavior and academic expectations, and encourages them to participate in school wide events.

SOUL has an ELAC that gathers direct input from families of English learners and the teachers who interact with them.

Criterion E2: School Culture and Environment

Criterion E2: School Culture and Environment Criterion (1–2 pages maximum)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
<p>SOUL's Governing Council maintains policies and procedures related to school safety, student health, and student discipline. These policies are reviewed annually to ensure their currency. These policies are iterated in student/parent handbooks (and translated to Spanish). Students are taught appropriate technology use; laptops and other technology devices have limited access to websites and software beyond those required for academics. The school also participates in annual safety trainings: fire drills, gangs, and active shooters, as well as training around administering CPR and student medication, if necessary.</p> <p>Success for Life classes, workshops, and direct intervention by the Social Emotional Specialist, assist all students and their parents in removing barriers to success through responsible decision making, accountability, and making good choices. Parents are surveyed three times per year: in the fall, at the beginning of the second semester and at the end of the school year to identify their input as to how to increase parent engagement. We are thrilled that greater than 95% of parent / guardian respondents report that they feel the school is a safe place for their child to get an education. Parents of students with attendance and behavior concerns meet with the Guidance Dean who works with both parents and students to develop strategies to become successful learners.</p>	<p>Governing Council policies</p> <p>SOUL Charter Petition</p> <p>School Safety Plan</p> <p>Parent surveys</p> <p>Attendance and behavior reports</p> <p>SARC</p> <p>Student/Parent Handbook</p>

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Support

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Support (1–2 pages maximum)

All students receive appropriate multi-tiered personal, social-emotional, and academic support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

<p>E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.</p> <p>E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.</p> <p>E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.</p> <p>E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p>	
Findings	Evidence
<p>SOUL has aligned its current resources to provide supplemental instruction and supportive resources as identified by our stakeholders. SOUL's structure reflects a well-articulated multi-tiered system of support. Universal screening for all students is conducted upon enrollment or early in each</p>	<p>Personalized learning plans</p> <p>Referrals to support</p>

<p>school year, increasing levels of targeted support for those who are struggling. Integrated plans are developed by designated support staff in conjunction with teachers to address students' academic, behavioral, social, and emotional needs. Teachers employ the use of evidence-based strategies with credible measures of student performance in their instruction. Individualized instruction and tutorial services are provided when students are identified as struggling academically. Our school wide approach to student support includes teachers, counselors, support staff and other specialists, who work as a team when they <u>assess</u> students and plan interventions. Annual professional development plan identifies priorities in staff training that allow staff to deliver interventions and monitor progress effectively.</p> <p>SOUL promotes active family involvement so parents can understand the interventions and provide support at home. Both teachers and support staff carry out frequent monitoring of student progress so that staff can use this data to help decide if additional interventions are needed. SOUL provides greater flexibility in scheduling classes to increase student attendance and academic performance through more individualized direct instruction and increased one-on-one tutoring to more actively engage students in learning. The flexible scheduling model extends instructional learning time by including skills labs designated for students who are deficient in math and reading, with a specific focus on EL students and those with special needs. Individualized tutoring is provided to assist students who need additional support to pass their classes. Additional certificated and paraprofessional staff provide instruction or personalized tutoring for identified students whose math skills fall below grade level. The Career Counselor provides college readiness preparation for all 12th grade students and conducts career assessments for all 12th grade students on track to graduate, encouraging them to advocate for the career or college pathway that best aligns to their life goals. The Career Counselor serves as the primary liaison between the school and post-secondary institutions to assist with enrollment of SOUL graduates into a post-secondary school or program. An increased number of students will have access to career-oriented activities to assist in their preparation for college and careers. A college/career technician monitors the progress of students who are most at risk of failing or dropping out of school.</p> <p>In response to the pandemic's impact on students' engagement in learning, SOUL has identified a need to address the social and emotional well-being of all students, in particular, students with unique needs of special populations, many of whom have suffered from feelings of isolation, lack of motivation and depression. The Social/Emotional Intervention Specialist assists in coordinating services and provides resources to help students and their families increase motivation and remove barriers to success. A Resource Specialist identifies, develops, and expands services for special student populations by establishing a close coordination of resources with agency and community partners. An Attendance and Home/School Liaison oversees increased home-school communication efforts between all SOUL staff and SOUL parents and assists with the administration of the parent surveys in both English and Spanish. Moreover, the liaison closely monitors student attendance and <u>notify</u> support staff and teachers of students who are truant or need additional resources. As a program of Fresno Economic Opportunities Commission, SOUL has direct access to all agency resources, and has an extensive network of resources with many</p>	<p>services</p> <p>Restorative practices model</p> <p>Professional development calendar</p> <p>Master schedule</p> <p>Case managers</p> <p>EOC community network</p> <p>Adolescent Family Life Program</p> <p>LGBTQ+ Resource Center</p>
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community agencies to provide services to students and families. SOUL's annual professional development plan focuses on the social and emotional wellbeing of students, support as students recover from learning loss, and additional supports to assist students in becoming successful learners. SOUL's Coordinator of Instruction oversees the development of the professional development plan and coordinates all teacher trainings, including learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

SOUL's comprehensive service delivery system is family-centered and designed to meet the needs of all students. At the time of new and continuing student registration, school staff meet with students and parents to identify needs, both academic and personal, and identify school and community resources available to them. Students' social and emotional needs are assessed initially through the Case Managers, who work closely with teachers and other support staff to ensure that all students have the personal, academic, and emotional resources they need to successfully complete their studies. Case Managers and other SOUL support staff communicate regularly with parents and assess a variety of other needed resources such as health, counseling, or mental health services, access to school meals, additional tutoring or individualized instruction, or services that address students' social and emotional wellbeing. School staff support each student and family's needs through referrals to comprehensive school, agency, and community resources.

In coordination with the Guidance Dean, the Social Emotional Specialist oversees 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 and personal success and help them to adjust to the "resocialization" of school.

SOUL refers struggling students to outside agency resources such as drug counseling to ensure student success. The Guidance Dean is also responsible for implementing a restorative practices model of discipline to reduce the number of student suspensions while holding students accountable for their behavior. During the 2019/2020 school year, SOUL's "Success for Life" program was expanded to include weekly sessions that focused on emotional intelligence, accountability, and mindfulness. SOUL's restorative practices model, coupled with SOUL's "Success for Life" curriculum, led to a decrease in the suspension rate from 9% in 2018 to 2% 2021-22. The challenges created by the COVID school closure included feelings of isolation and depression among students. SOUL successfully responded to these challenges with weekly phone calls to parents and daily contact with students, as well as referrals to outside agencies to address student social well-being.

To address truancy, SOUL will utilize an Attendance Secretary/Home School Liaison to oversee increased home-school communication efforts between all SOUL staff and SOUL parents. The Liaison will also administer parent surveys in Spanish and assist in scheduling meetings for Spanish speaking parents.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

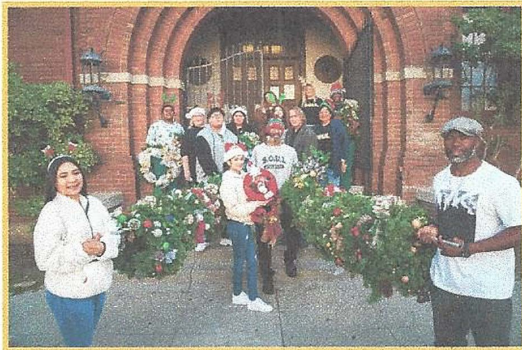
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. SOUL utilizes the Success for Life curriculum (a course taught by the Social Emotional Intervention Specialist) and makes referrals to our Guidance Counselor Coordinator and Case Managers for additional assistance to students who suffer from COVID-related depression, stress, isolation, or anxiety.
2. Network of services and resources through the Economic Opportunities Commission to which all students and parents are eligible to receive.
3. Success for Life classes, workshops, and direct intervention by Case Managers, assist all students and their parents in removing barriers to success through responsible decision making, accountability, and making good choices.

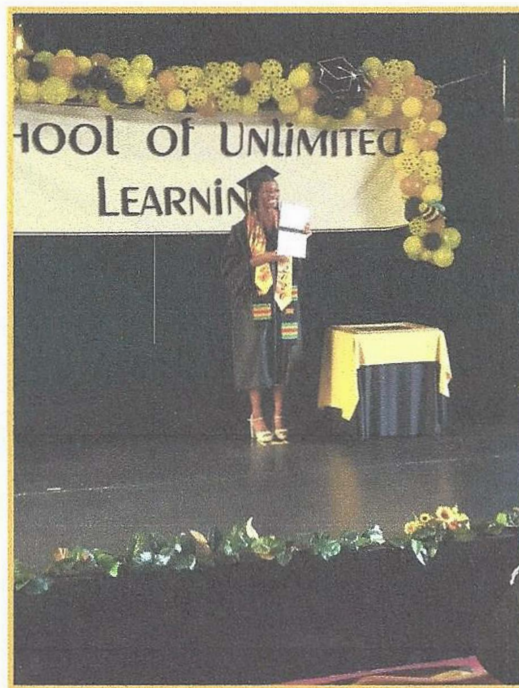
Areas of Growth

1. Ensuring students are connected to the right support resources early to prevent chronic absenteeism and truancy.
2. More options (e.g., days/times) for parent engagement activities to increase the number of parents and families participating.
3. Additional professional development opportunities for staff and teachers to know how best to serve emerging student populations (e.g., non-binary, trans).



Prioritized Areas of Growth Needs from Categories A through E

- Additional professional development opportunities for staff and teachers to know how best to serve emerging student populations (e.g., non-binary, trans).
- Student recognition and incentives.
- A-g approval for updated core curriculum.
- Develop more project-based work, which students seem the most engaged by.
- Improve understanding for students and parents/guardians on how to monitor student progress through Pathways (grades, attendance, test scores, etc.).



Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

	Category A	Category B	Category C	Category D	Category E
Strength	Empowering students to be complex thinkers; providing comprehensive learning experiences that are student-centered.	Teacher-student collaboration and structured student-student collaboration.	Small class sizes facilitate trusted relationship building among teachers and students, and among classmates ("there is no hate here").	Implementation of NWEA MAP testing has helped SOUL identify and understand nuances in student achievement progress, particularly in comparison to state mandated assessments; NWEA MAP results in English and math help school leadership secure additional instructional supports, including targeted professional development.	Network of services and resources through the Economic Opportunities Commission to which all students are eligible to receive.
Growth	Additional opportunities to engage parents more often and with a variety of options.	Updated facilities that created a more aesthetically pleasing environment for students.	Develop more opportunities to award assignment credits to students if they are struggling (to encourage academic understanding of concepts and persistence through the course).	Increasing access for independent study students to English and math workshops that assist with basic skills.	Additional professional development opportunities for staff and teachers to know how best to serve emerging student populations (e.g., non-binary, trans).

Summary of Major Student Learner Needs. While SOUL maintains a high graduation rate, our students are struggling to recover from pandemic learning losses. Our recent implementation of NWEA MAP will help us better understand nuances in learning gaps so we can quickly adjust and respond. Student achievement in ELA and math has decreased, which is particularly upsetting considering our NWEA MAP scores prior to the pandemic showed steady growth toward grade level standards. With our students' direct requests for more individual tutoring, we are confident that implementing numerous tutoring opportunities will have an appreciable impact on both NWEA MAP data and CAASPP data.

Chapter 5: Schoolwide Action Plan/SPSA

- State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.
- Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)
- Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.

[\[Link to Schoolwide Action Plan/SPSA\]](#)

2022-23 SOUL Schoolwide Action Plan

GOAL 1:

Improve Student Academic Performance by Increasing Reading and Math Levels of all SOUL Students

Summary: Consistent with the goals of SOUL's Learning Continuity and Attendance Plan (LCAP) for the 2022-2023 school year, the school will continue to assess student achievement goals to ensure that progress is aligned to student needs and that all programs are fully supported, staffed, monitored, and evaluated. To ensure that Common Core curriculum and instruction was maintained through the COVID school closure period, SOUL adopted a hybrid model of instruction with all students reporting on campus once a week to complete core classes and the opportunity to enroll in classroom based electives which meet weekly. SOUL will make every effort to address students' learning goals by offering tutorials and individualized face-to-face meetings with teachers at the school site. To address student deficiencies in reading and math, SOUL will continue to provide a prescriptive curriculum for all students based on their NWEA test scores.

Rationale: 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 7th grade level, whereas the Math level averages a 6th 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.

Benchmark(s): For the 2022/2023 school year, 40% of SOUL students, including English learners and special needs students, will demonstrate progress toward meeting the State standard in Language Arts/Literacy and 20% of students, will demonstrate progress toward meeting the State standard in mathematics. 100% of SOUL teachers will continue to receive professional development in Common Core training on an annual basis to ensure that their lessons fully incorporate core, literacy and ELD standards. All students, including EL students and students with special needs, will continue to have full access to core, literacy, and ELD standards. An increase in reading and math proficiency among EL students will result in a higher percentage of EL reclassification.

Expected Schoolwide Learning Results addressed: Academic Achievers, Critical Thinkers and Problem Solvers, Effective Communicators.

Task	Who is Responsible for Implementation	Resources	Who Monitors Implementation	Timeline	Methods of reporting
In-person instruction using A-G approved curriculum	Primary: -Principal -Teachers	NWEA's Measures of Academic Progress Benchmark tests (3 times per year)	Principal/Teachers	Students take an initial assessment in NWEA's Measures of Academic Progress, which will generate individual prescriptions for math, reading, and language.	Ongoing and at the end of each semester. Principal provides training to teachers to access student progress reports to review with students. Principal monitors overall progress.
Tutoring and increased classroom time will be scheduled for independent study and classroom based students not making sufficient weekly progress.	Primary: -Principal -Teachers Secondary: -Guidance Counselor	Tutoring provided on campus, skills workshops, hybrid classes	Principal/Teachers	Mid-semester, following quarterly deficiency notices.	

Task	Who is Responsible for Implementation	Resources	Who Monitors Implementation	Timeline	Methods of reporting
Provide additional technology and supplemental resources designed to assist all students, including English learners and students with special needs, to increase their reading and math skills.	Primary: -Counselors, -Support Staff -Teachers	All students have access to laptops in all classes	Counselors, Teachers, Principal	Beginning of each semester; ongoing.	Counselors will provide math and English teachers student assessment data to help teacher provide prescriptive curriculum
<p>All teachers will receive professional development in common core/differentiated instruction.</p> <p>Professional development will enhance academically rigorous curriculum and instructional strategies that are student centered, aligned to common core, and include college and career readiness.</p> <p>Develop an annual calendared professional development plan that clearly reflects critical areas of need, activity, provider, participants, funding base, timeline, evaluation, and follow-up. The plan will also include social and emotional awareness training for all staff.</p>	Primary: -Principal -Teachers	Annual Professional Development Plan, relevant conferences, online trainings	Principal, Teachers	Ongoing, from the beginning of the school year.	Annual review of professional development plan which will be developed and approved prior to November of each year

Task	Who is Responsible for Implementation	Resources	Who Monitors Implementation	Timeline	Methods of reporting
All teachers will incorporate language development into their course curriculum, focusing on reading, writing, and vocabulary.	Primary: -Principal Secondary: -Teachers -Guidance Counselor	Teacher unit plans and daily lesson plans	Principal Teachers	Teacher reflective unit plans are developed for each core unit for every class throughout the year. Weekly and monthly review of teacher reflective unit plans	Teacher evaluations
Develop and submit aligned A-G courses	Primary: -Principal -Coordinator of Curriculum Secondary: -Teachers	Designated time to develop and submit for approval A-G course application for core academic courses in math, science, social science and language arts.	Principal, Coordinator of Curriculum Teachers	To date, 23 courses were submitted and approved for UC certification	Course application submission and approval

GOAL 2: Increase School Graduation Rate

Summary: For all seniors, credit recovery is critical to obtaining a high school diploma. Consistent with the goals of SOUL's 2022/2023 Single Plan for SOUL's Student Achievement and 2022/2023 Learning Continuity and Attendance Plan for increasing the graduation rate, students will be provided more intervention resources and support to recover credits to graduate. To prepare for graduation and beyond, increased opportunities must be provided to students to encourage them to explore research and evidence-based information, to practice their application of ESLRS, and to develop learning, literacy, and life skills.

Rationale: More than 70% of students who enroll at SOUL are credit deficient and nearly one-third 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 4th year of high school.

Benchmark: SOUL's state reported graduation rate was the highest it's been over the past 5 years in 2022 at 65%. SOUL will continue to set a goal to meet or exceed its graduation rate each year for the next five years. Consistent with the school's charter goals, SOUL's graduation rate will meet or exceed the annual minimum graduation rate set forth by the State of California's Department of Education. SOUL's Internal Graduation Rate, calculated by the number of students on track to graduate at the beginning of the year to the number of actual graduates, will meet or exceed 95%.

Expected Schoolwide Learning Results (ESLRS) addressed: Academic Achievers, Critical Thinkers and Problem Solvers, Effective Communicators

Task	Who is Responsible for Implementation	Resources	Who Monitors Implementation	Timeline	Methods of reporting
Assign a case manager to work with seniors to assist them in accessing resources to help to remove identified barriers to graduation. In addition, they will work closely with teachers and other support staff to ensure that the seniors have the resources they need to successfully complete their studies.	Primary: -Principal -Guidance Counselor, -Case Manager	Case Manager services	Principal, Guidance Counselor	Upon student enrollment, a case manager is assigned. Case managers meet with students weekly or more as needed..	Ongoing, staff meetings, graduation data shared at annual meetings.
Career Center staff will provide college readiness preparation for all students, conduct career assessments for all 12 grade students on track to graduate, and assist with resume preparation Career Counselor will serve as the primary liaison between the school and post-secondary institutions to assist with enrollment of SOUL graduates into post-secondary schools.	Primary: -Guidance Counselor -Career Counselor -Career Services Technician Secondary: -Teachers -Support Staff	Online career interest assessments, career class curriculum, Fresno City College, Fresno EOC's Employment and Training Department. During the 2018/2019, SOUL adopted the online COPS, CAPS, and COPES assessments for all 12 th graders on track to graduate.	Counseling Staff, Case Managers, Principal	Throughout the year, and each month beginning in September, through June. Career assessment timelines vary. Students enrolled in Fresno EOC's Employment and Training Program complete career assessments as part of their program participation requirements. All other students complete assessments by April.	Students' pre and post--test scores will be included in SOUL's annual report, which will be presented to staff, SOUL Governing Council, EOC Board of Commissioners, and Fresno Unified.
All 12 th grade students will have a personal learning plan which identifies a timeline for graduation and the resources they need to successfully	Primary: -Counseling Staff -Case Managers Secondary: -Principal		Counseling Staff, Case Managers, Principal	Upon student enrollment in SOUL. Reviewed at semester.	School Pathways, Classroom rosters. Education files housed in Guidance Office

complete their studies.					
Task	Who is Responsible for Implementation	Resources	Who Monitors Implementation	Timeline	Methods of reporting
All students will be provided access to technology that encourages them to explore research and evidence-based information, develop critical thinking, problem solving and information processing	Primary: -Teachers Secondary: -Principal -Support Staff	Instruction that encourages evidence –based research, critical thinking, and problem solving.	-Principal -Coordinator of Curriculum	In August 2022, all teachers turned in class syllabi and tests for review.	Unit plan review and teacher evaluations.

GOAL 3:

SOUL students will demonstrate increased connectedness and motivation for academic success.

Summary: The majority of SOUL students are considered high-risk of dropping out of school due to past history of truancy and poor academic achievement. In order to help students become successful academic learners, it is essential to help them remove non-academic barriers, such as depression, gang affiliation, substance abuse, domestic violence issues, and other family dysfunctions. In light of the increased challenges presented by the Covid-19 pandemic, SOUL will significantly increase efforts to identify, monitor, and support students who are at high risk of dropping out of school. In both the classroom based and independent study programs, SOUL has increased its support staff and will continue to make referrals to appropriate intervention resources.

Rationale: School data has revealed a strong correlation between student connectedness and positive attendance and behavior. In spite of an increase in Independent Study students' attendance and engagement through participation in on-campus leadership activities and enrollment in hybrid classes, SOUL continues to struggle with lower than average ADA to enrollment in the classroom based program. In order to help students become successful academic learners, it is essential to increase efforts to help them remove non-academic barriers by providing them with social/emotional learning opportunities and support for mental wellness. SOUL will continue to prioritize opportunities for student participation in extracurricular activities and community service.

Benchmark: Prior to the March 2020 COVID school site closure, SOUL's 2019/2020 annual ADA to enrollment was 92%, consistent with that of the previous year. During the 2021-2022 when the state annual ADA dropped by 4 percentage points, SOUL's ADA actually increased to 93%. The suspension rate reported in the School Climate Report of SOUL's School Accountability Report Card for the 2018/2019 school year was 5.8 %. For the 2021/2022 school year it dropped to 2%. SOUL will keep its target suspension rate at six percent or less. The annual target expulsion rate will continue to be 1%. With respect to Career Education, course expansion has been compromised due to COVID-19, however, a focus for the 2022-2023 school year is to increase the courses offered with a goal of 8 new, or returning, career course offerings this year. 100% of all SOUL 2023 graduates will complete a career assessment prior to graduation.

Expected Schoolwide Learning Results addressed: Self-Directed Lifelong Learners, Responsible and Productive Citizens, Information Processors

Task	Who is Responsible for Implementation	Resources	Who Monitors Implementation	Timeline	Methods of reporting
All students will receive case management services. Students with identified problems will be referred to appropriate service for assistance.	Primary: -Case Managers -Guidance Counselor	Student enrollment forms, case management plan	Case Managers, Counselors, Principal	Ongoing as students enroll.	Case Manager reports to Principal a case management log.. Pathways notes are available for review.
All Ind Study students have been assigned a primary teacher and support staff to conduct weekly wellness checks. Attendance, instruction and wellness is monitored for classroom-based students on a daily basis.	Primary: -Case Managers -Teachers -Attendance Secretary/Home -School Liaison	Student case management, academic and discipline files, School Pathways	Case Managers, Guidance Dean, Counselors,	August 2022 through June 2023.	School Pathways discipline reports, Pathways Notes, and attendance reports.
Career Counselor will conduct assessments of all 12 th grade students to connect career interest and abilities with job opportunities.	Primary: -Career Counselor	ONET, Online COPES, COPS, CAPS other career assessments	Career Counselor, Guidance Counselor	Throughout the year, and each month beginning in September, through June. Career assessment timelines vary. Students enrolled in Fresno EOC's Employment and Training Program complete career assessments as part of their program participation requirements.	Summary report to School Principal, who will share data with Governing Council.

Task	Who is Responsible for Implementation	Resources	Who Monitors Implementation	Timeline	Methods of reporting
Provide communication to all students to encourage self-monitoring and reflection on their academic progress toward graduation and the opportunities for participation in school activities.	Primary: ' <ul style="list-style-type: none"> -Guidance Counselor , -Case Managers, -Teachers Secondary: <ul style="list-style-type: none"> - Principal 	Transcript evaluation course schedule list, classroom assessments, teacher progress reports, student access to School Pathways	Guidance Counselor, Case Managers, Teachers, Principal	August through June, reflected in quarterly progress reports	Student progress reports, School Pathways, counselor and case manager meetings/notes , and student transcripts.
Provide students with opportunities to participate in career development courses and work experience activities	Primary: <ul style="list-style-type: none"> - Principal, -Teachers -Career Services Technician -College and Career Counselor 	Career development curriculum, community partnerships, Fresno EOC Training and Employment Program, career assessments.	Principal, Teachers	August 2023 through June 2023.	Annual report to Governing Council on number who participated in career development and work experience activities throughout the year.
Implement a consistent schoolwide system of communication to disseminate pertinent information gained through staff trainings, research, and on-campus incidents	Primary: <ul style="list-style-type: none"> -Principal -Guidance Counselor Secondary: <ul style="list-style-type: none"> -Guidance Dean 	Ring Central accounts and training for all staff; expanded School Pathways access to parents and use by students, student study team meetings, schoolwide calendar, schoolwide staff meetings, email correspondence and personal phone calls.	Principal, Guidance Dean, Guidance Counselor	August 2022 through June 2023. Weekly staff meetings, daily access to information (calendar, Pathways)	Staff meeting agendas.

GOAL 4:

Increased parent participation, involvement, and engagement

Summary: Typically parents of at-risk high-school age students do not actively participate in their child's school activities. In alignment with the school's Local Control Accountability Plan, SOUL has developed an annual parent involvement plan which encourages parents to attend scheduled meetings and activities throughout the year. Parent communication data collected from parent meetings, counselor meetings, and schoolwide events in which parents are requested to participate reveal a high percentage of parents who do not attend school functions, despite frequent parent contact by teachers and staff.

Rationale: Increased efforts must be made to involve and engage parents in their children's education

Benchmark: During the 2021-2022 school year, 100% of all parents/guardians of SOUL students attended at least one meeting throughout the year. For the 2022-2023 school year, 100% of parents/guardians of all SOUL students will be contacted on a regular basis.

Expected Schoolwide Learning Results addressed: Responsible and Productive Citizens, Self-Directed Life-long learners, Critical thinkers and Problem Solvers, Effective Communicators.

Task	Who is Responsible for Implementation	Resources	Who Monitors Implementation	Timeline	Methods of reporting
Increase parent/teacher communication, participation, engagement, and technology training to help track and communicate student progress and school activities.	Primary: -Teachers Secondary: -Support Staff	School Pathways, teacher parent call log, parent technology training rosters, attendance at virtual parent meetings	Principal, Counselors	August 2022 through June 2023.	Review of staff and teacher/parent call logs, School Pathways notes regarding parent contacts.
Survey parents three times per year, in the fall, beginning of the second semester and end of the school year to identify their input as to how to increase parent engagement.	Primary: Principal Secondary: -Guidance Counselor -Attendance Secretary/Home School Liaison	Parent questionnaires	Principal, Counselors,	September 2022, February 2023, and May 2023.	Report Parent Survey Data At Staff Meetings, Soul Governing Council Meetings, And Parent Meetings.
Parent Meetings and ELAC meetings will be held every 4-6 weeks throughout the school year.	Primary: -Principal -Support Staff	Bilingual SOUL Staff, EOC Personnel Monthly ELAC	Principals, Counselor, Community Liaison	All scheduled parent meetings August 2022 through May 2023	Log of time, date, and attendance at meetings

Task	Who is Responsible for Implementation	Resources	Who Monitors Implementation	Timeline	Methods of reporting
SOUL will seek to increase the number of parents with online accounts in the school's student information system by providing parent training so that parents can access their child's attendance and grades at any time.	Primary: -Principal -Case Manager(s) -Guidance Dean	Parent access to SOUL issued student laptop for participation in virtual meetings, access to emails, School Pathways, etc	Principal, Guidance Counselor, Case Managers	August 2022 through June 2023.	Staff meetings, annual report.

Appendices

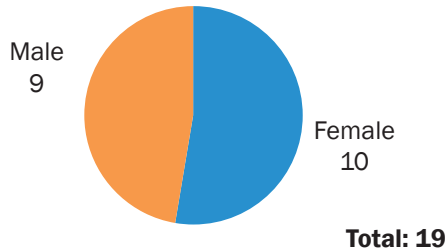
- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [California School Dashboard Summary performance indicators](#)
- C. [parent/community questionnaire/interviews](#)
- D. Master schedules: [Classroom and Hybrid. Independent Study.](#)
- E. [UC A–G approved course list](#)
- F. [School accountability report card \(SARC\)](#)
- G. [Graduation requirements](#)
- H. Fresno EOC Website <https://fresnoeoc.org/>
- I. School of Unlimited Learning Website <https://fresnoeoc.org/soul/>
- J. SOUL Facebook <https://www.facebook.com/FresnoEOCSOUL>

SOUL Principal's Report

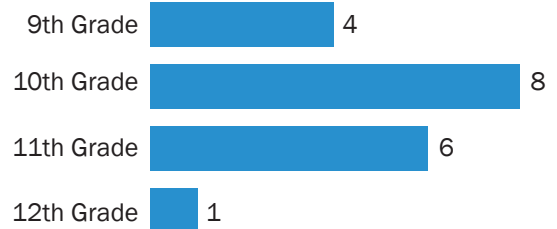
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Classroom-Based Program

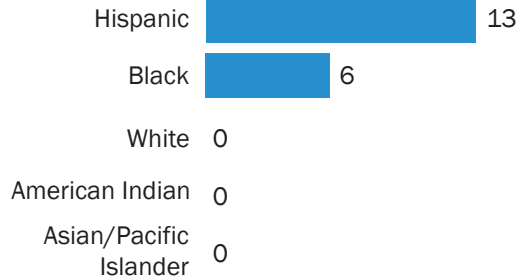
Students by Gender



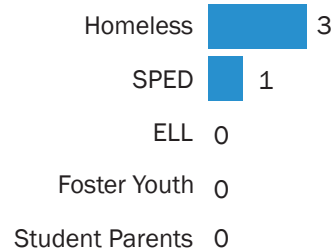
Students by Grade



Students by Ethnicity

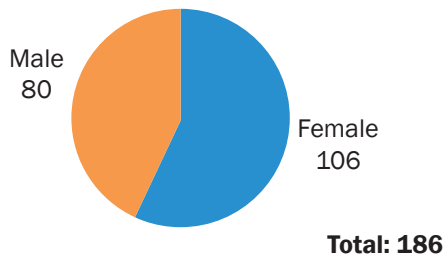


Reported Program

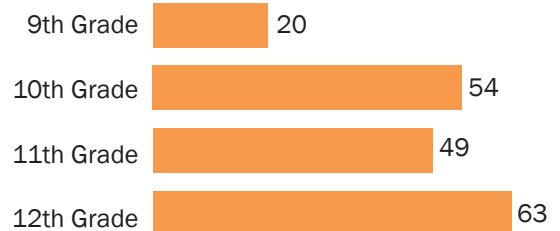


Independent Study Program

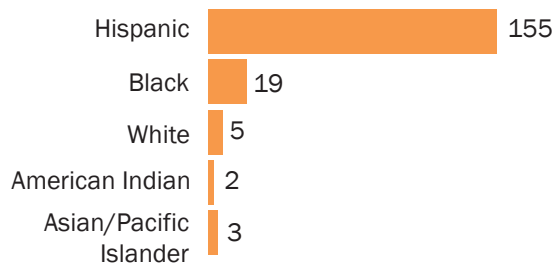
Students by Gender



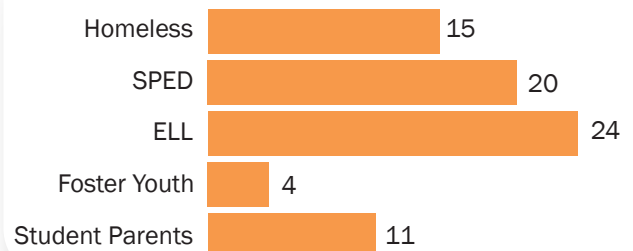
Students by Grade



Students by Ethnicity



Reported Program



Student Total: 205 - April 11, 2023



You are cordially invited to attend



Fresno EOC
SOUL
Charter
High School

Class of 2023

Graduation Commencement

Wednesday, June 7, 2023

12:30 pm – 2:00 pm

Warnors Center For The Performing Arts

1400 Fulton Street

Fresno, CA 93721

