

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: School of Unlimited Learning Charter

CDS Code: 10621661030642

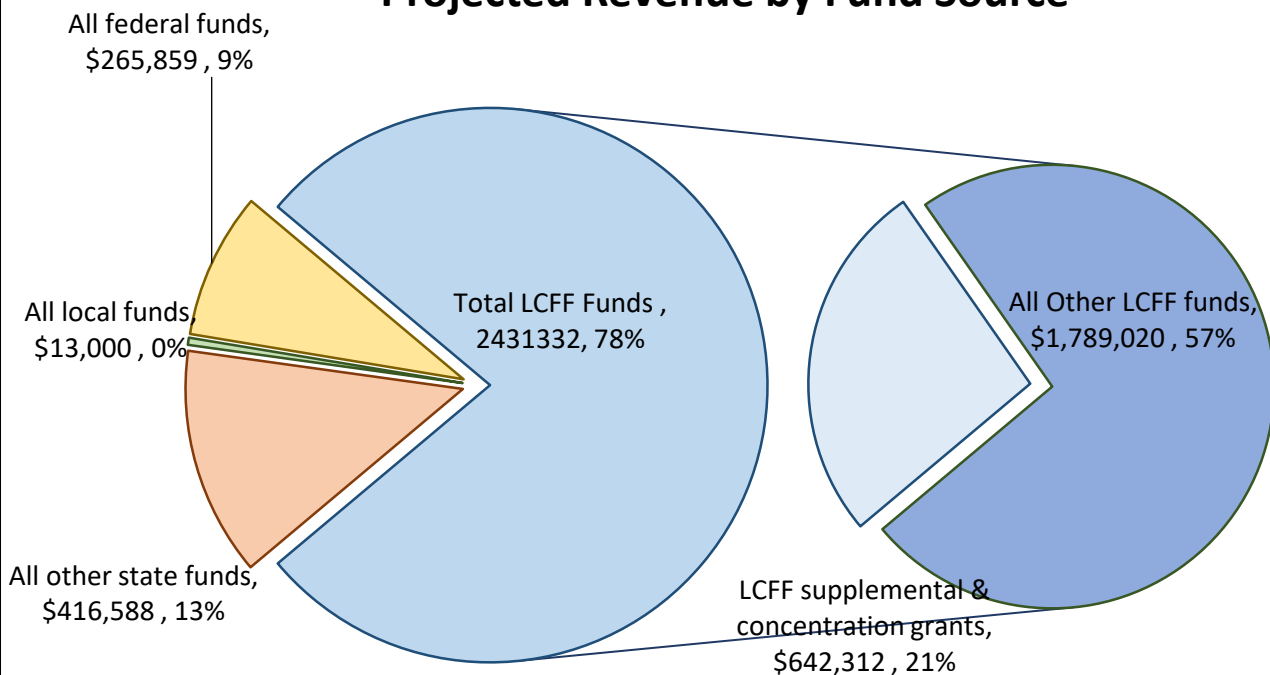
School Year: 2021 – 22

LEA contact information: Mark A. Wilson, Ed.D., Principal

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

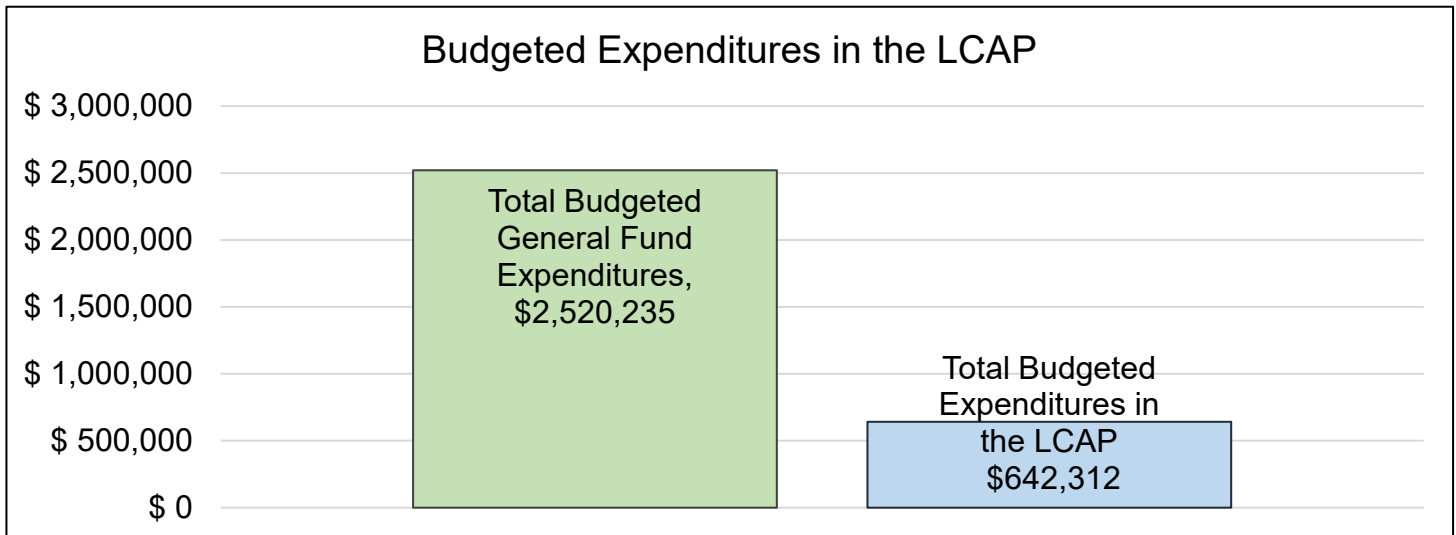


This chart shows the total general purpose revenue School of Unlimited Learning Charter expects to receive in the coming year from all sources.

The total revenue projected for School of Unlimited Learning Charter is \$3,126,779.00, of which \$2,431,332.00 is Local Control Funding Formula (LCFF), \$416,588.00 is other state funds, \$13,000.00 is local funds, and \$265,859.00 is federal funds. Of the \$2,431,332.00 in LCFF Funds, \$642,312.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much School of Unlimited Learning Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

School of Unlimited Learning Charter plans to spend \$2,520,235.00 for the 2021 – 22 school year. Of that amount, \$642,312.00 is tied to actions/services in the LCAP and \$1,877,923.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

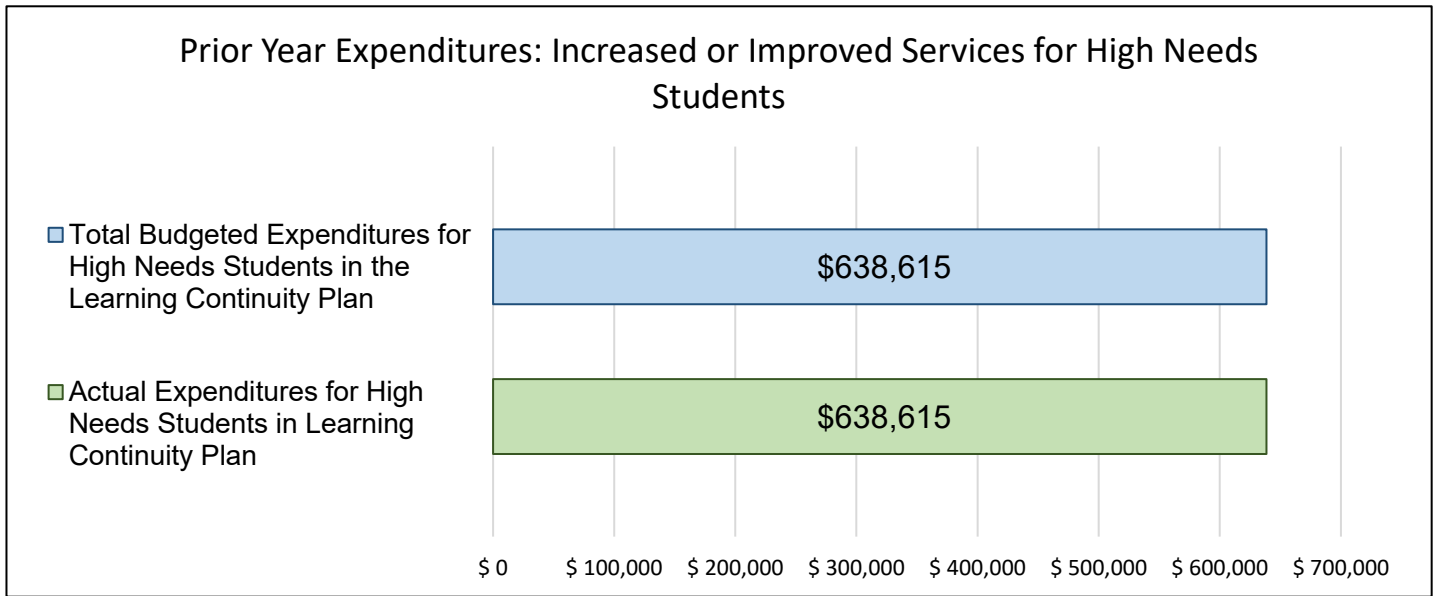
General Fund Budget Expenditures for the 2021-2022 school year not included Local Control and Accountability Plan include personnel salaries that provide direct services to students, supportive services instructional and office supplies lease costs and indirect costs

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, School of Unlimited Learning Charter is projecting it will receive \$642,312.00 based on the enrollment of foster youth, English learner, and low-income students. School of Unlimited Learning Charter must describe how it intends to increase or improve services for high needs students in the LCAP. School of Unlimited Learning Charter plans to spend \$642,312.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, School of Unlimited Learning Charter's Learning Continuity Plan budgeted \$638,615.00 for planned actions to increase or improve services for high needs students. School of Unlimited Learning Charter actually spent \$638,615.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
School of Unlimited Learning	Mark A. Wilson, Ed.D. Principal	Mark.wilson@fresnoeoc.org

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
SBAC Language Arts-22% meet or exceed standard for all subgroups	Due to COVID, state testing was suspended for the 2019-2020 school year
SBAC Math-8% meet or exceed standard for all subgroups	Due to COVID, state testing was suspended for the 2019-2020 school year
NWEA MAP Reading- 20% will meet or exceed grade level for all subgroups	Due to COVID, the school campus was closed to students. Spring NWEA MAP testing was suspended. However Fall 2019 and winter 2020 revealed that 14% of students met grade level standards

NWEA MAP Math – 8% will meet or exceed grade level for all subgroups

Due to COVID, the school campus was closed to students. Spring NWEA MAP testing was suspended. However Fall 2019 and winter 2020 testing data revealed that 8% of students met grade level standards

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>NWEA's MAP Quarterly Assessments will be utilized in coordination with Edmentum's Exact Path curriculum to track the ELA and math progress performance all students, 9 through 12, throughout the year. Data from the Quarterly Benchmarks will be used to guide instruction.</p> <p>Mandatory individualized tutoring will be scheduled for students not making sufficient weekly progress. Designated math and language arts tutorial labs will be required for all independent study students with reading and math skills below grade level.</p> <p>1 FTE of a certificated teacher to oversee skills labs (2 math and 2 language arts) to accommodate both classroom based and Independent study students</p> <p>.80 FTE of a certificated teacher to oversee the credit recovery lab four days per week for two hours per day.</p> <p>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 will reflect school efforts to enhance common core instruction and student performance.</p> <p>SOUL will continue to contract with the K-12 Center for College & Career Readiness for professional development, and contract with Fresno Unified School District for annual training on the ELD standards. Professional development for teachers to assist with understanding and implementing Literacy and English language development standards.</p>		

All teachers will incorporate language and literacy development into their course curriculum, focusing on reading, writing, and vocabulary development. Weekly lesson plans will clearly reflect all literacy and ELD standards.	\$260,500	\$260,500
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Goal Analysis

Instructions: Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented during the 2019/2020 school year. Since the school closure due to COVID occurred during the final quarter of the 2019-2020 school year, SOUL was able to implement all projected actions. The suspension of State and local benchmark testing did not affect the budget. Following the school campus closure in March 2020, teachers used online resources to reach out to students for small group and individualized instruction. Laptops and wireless hotspots were issued to students without online access. Teachers continued to meet with all students remotely to ensure that students completed their assignments. The rapid response to the unanticipated COVID shutdown ensured that students continued to receive daily instruction.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: **Pupil Engagement (5)**

Annual Measurable Outcomes

Expected	Actual
Meet or Exceed Target School Graduation Rate set by State of California	SOUL's 2020 Graduation rate was 65%, exceeding the 2020 target graduation rate set by CDE and 25% higher than that of the previous year.

Decrease in CDE Cohort Dropout Rate 42% for all subgroups	SOUL's dropout rate decreased from 47% in 2018 to 23% in 2019, falling well below the target of 42%. No CDE dropout data has been provided for 2019/2020.
School Internal Graduation Rate 95% for all subgroups	School met its 2020 Internal Graduation Rate with a 95% for all subgroups

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Assign case manager position to work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, they will work closely with teachers and other support staff, such as the guidance dean and truancy prevention officer to ensure that the seniors have the resources they need to successfully complete their studies.	\$70,000	\$70,000
All 12 th grade students will have a personal learning plan which identifies a timeline for graduation and the resources they need to successfully complete their studies. After-school tutoring will be made available three afternoons per week to assist students who need additional help to pass their classes.	\$0	\$0
Career Counselor (.5 FTE) to provide college readiness preparation for all 12 th grade students and conduct career assessments for all 12 grade students on track to graduate. Also assists with resume preparation, and serves as the primary liaison between the school and post-secondary institutions to assist with enrollment of SOUL graduates into post-secondary schools.	\$35,000	\$35,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented during the 2019/2020 school year. Since the school closure due to COVID occurred during the final quarter of the 2019-2020 school year, SOUL was able to implement all projected actions. Case managers and career counselor continued to provide services remotely to all students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Following the school closure, teachers used online resources to reach out to students for small group and individualized instruction. All students and parents were contacted by school staff to determine the need for computers and internet access. Laptops and wireless hotspots were issued to students without online access. Teachers and support staff, such as case managers and counselors, continued to meet with all students remotely to ensure that students completed their assignments. The rapid response to the unanticipated COVID shutdown ensured that students continued to receive daily instruction. Notwithstanding the shutdown, our school experienced its greatest graduating class in our 22-year history.

Instructions: Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services werenot implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
2019/2020 ADA to Enrollment will be 90%	2019/2020 P2 ADA to Enrollment was 90%
2019/20 SARC Suspension Rate will 8.6%	2019/2020 SARC Suspension Rate was 6.6%
2019/2020 Expulsion Rate will be less <2%	2019/2020 Expulsion Rate was 0%
8 Career Education Courses	A total of 8 Career Courses were offered

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>SOUL will provide greater flexibility in the scheduling of classes to increase student attendance and academic performance through a blended learning model to more highly engage students in learning and, as a result, decrease student misbehavior. SOUL will continue to seek ways to expand course offerings to increase student interest and learning. SOUL will revisit block scheduling format for both morning and afternoon program during the 2019/2020 school year to encourage a higher level of engagement for all classroom-based students. The 2019/2020 block schedule will include specific skills labs designated for independent study students (primarily English learners) or who are skill deficient in math and reading. The block-scheduling format will also allow more students to participate in career-oriented activities.</p> <p>SOUL will assign Case Managers to all students, grades 9- 12 to provide resources that assist students in removing barriers to attendance and academic success.</p> <p>To address transportation barriers, SOUL will provide bus tokens to each student, which will reduce non-attendance.</p> <p>To increase student engagement and career preparedness, among SOUL students, SOUL will add one additional CTE course during the 2019/2020 school year.</p> <p>Provide student Incentives to promote attendance and student achievements. Students will be recognized throughout the year for their academic achievements, attendance participation and community service.</p>	<p>\$225,000</p>	<p>\$220,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented during the 2019/2020 school year with the exception of \$5,000 which had been allocated for student bus passes due to COVID school closure during the final quarter of the school year. Otherwise, SOUL was able to implement all projected actions. Teachers, case managers and career counselor continued to provide services remotely to all students. The funds not expended on bus passes were used to purchase hotspots for students with no internet access.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SOUL's Guidance Dean refers struggling students to outside agency resources such as drug counseling to ensure student success. The Guidance Dean is also responsible for implementing a restorative practices model of discipline to reduce the number of student suspensions while holding students accountable for their behavior. During the 2019/2020 school year, SOUL's "Success for Life" program in partnership with local family therapy resources were 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, which led to a decrease in the suspension rate from 9% in 2018 to 6% 2020. 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.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>Parent Meeting Attendance: 100% of parents will attend at least one meeting per year</p>	<p>During the 2019/2020 school year, 100% of all parents/guardians of SOUL students attended at least one meeting throughout the year. Online meetings were held between March and June 2020. In lieu of meetings, a significant increase in phone calls from SOUL staff to parents occurred during that same period.</p>
<p>Parent Satisfaction will be 90% or above.</p>	<p>Parent surveys were administered in Fall 2019 and Spring 2020. Regular follow up phone calls were made to all parents between March 2020 and June 2020. Parent surveys indicated a 93% satisfaction rate during the fall and winter surveys. Data gathered from Spring 2020 phone calls to parents revealed a very high rate of satisfaction with our school due to outreach efforts and a continuation of the regular academic program and services which were transitioned to online.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>To address truancy, SOUL will utilize a Truancy Prevention/ Parent Liaison to organize parent advisory meetings, make home visits when necessary, and assist with the scheduling of student study teams for truant students. The Liaison will oversee increased home-school communication efforts between all SOUL staff and SOUL parents and oversee the administration of the parent surveys.</p> <p>Continue Success for Life counseling/workshops to assist all students and their parents in removing barriers to success through responsible decision making, accountability, and making good choices.</p> <p>Parents will be surveyed three times per year: in the fall, at the beginning of the second semester and at the end of the school year to identify their input as to how to increase parent engagement.</p> <p>Parents of student with attendance and behavior concerns will meet at least once per month with the Case Manager, who will work with both parents and students to develop strategies to become successful learners.</p>		

SOUL will seek to increase the number of parents with online accounts in the school's student information system, School Pathways, so that parents can access their child's attendance and grades at any time.	\$65,000	\$65,000
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented during the 2019/2020 school year. Despite the school campus closure due to COVID during the final quarter of the school year, SOUL was able to complete all projected actions. Teachers, case manager's counselors and admin staff continued to provide services remotely to all parents.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parents were surveyed in the fall and at the beginning of the second semester. The parent surveys focused on parent expectations and provided parent input as to how to increase parent engagement. The surveys provided valuable data to the school in terms of the resources parents need from the school to help their child successfully graduate from high school. SOUL provided an interpreter at every parent meeting when needed. Home to school communication increased significantly after the school campus closure in March 2020 due to COVID. School staff made weekly calls to parents to check in and provide resources for parents to work with students as they transitioned to remote learning. Teachers made regular contact with parents to keep them abreast of their child's progress. An increased number of parents accessed School Pathways, SOUL's Student Information System to monitor their child's grades and attendance online. A greater number of parents with online access are able to check their child's attendance and grades at any time. All students were given access to their grades and attendance as well. The 2019/2020 parent survey results revealed that parents want increased communication between home and school.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>To ensure that students, and their family members entering the school site and staff working at the school site are minimizing the spread of respiratory droplets while on campus, the following equipment and supplies were purchased.</p> <ul style="list-style-type: none"> • Personal Protective Equipment: • Face coverings for staff, student, parents, and anyone who needs one upon entering the school site; • Thermometers to screen temperatures of students or any non-staff member who visits the campus; • Gloves; • Hand Sanitizer which contains a minimum of 60% alcohol solution; • Handwashing Stations for locations where sink access is insufficient; • Disinfecting materials for routine use to disinfect high-touch surfaces; • Signage, Posters, and Floor Decals: Visual cues throughout the school site to maximize social distancing, help to direct traffic flow, minimize interactions between and among staff, students and parents, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. 	\$24681.3	\$24681.3	Y
<ul style="list-style-type: none"> • Plexiglas dividers to provide barriers at all staff desks where a minimum of six feet of social distancing is not possible. 	\$4995.75	\$4995.75	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no differences between the planned actions and/or budgeted expenditures for in-person instruction. All planning and preparations were made in anticipation of in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Through mid-July 2020, SOUL had planned to begin the 2020-2021 school year by implementing a hybrid instructional mode, with students spending portions of the day/week at the school site to receive in-person instruction and complete the remaining of their weekly learning in a remote setting with teacher support. Due to the complexity of assigning various subjects to students simultaneously, SOUL incorporated its Independent Study model of assigning one class at a time to each student, with specific guidelines for successfully completing the course within a specific timeframe. This model has proven to be more successful with SOUL students over the years. For the parents of classroom-based students, direct instruction was a priority, as it provides meaningful interaction with teachers and helps to mitigate learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. In July 2020, the Governor of California declared that all schools located within counties on the COVID “watch list” would need to begin the 2020/2021 school year using a distance learning model since school sites would be closed. In August 2020, SOUL issued laptops and wireless hotspots to all of its students, who began the year using online curriculum. Most SOUL students struggled with online learning. While local health conditions did not permit delivery of in-person instruction at the time, SOUL continued to plan for blended learning model and successfully brought students back on September 15, using the State-approved cohort model. On October 28, 2020, SOUL was approved by Fresno County Health Department to open its campus to students for face-to-face learning, which it has done so successfully for the remainder of the school year. By March 1, 2021, all students had switched from online learning to in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Purchase student laptops, licenses, other software, and materials made available for all students who need a device to access distance learning at home.	\$81,082	\$81,082	Y

Additional Technology to Support Distance Learning: Purchase of student Wi-Fi hotspots and laptops/devices for staff.	\$ 26,828	\$ 26,828	Y
Online Curriculum: Purchase of Edgenuity online curriculum site license.	\$ 18,000	\$18,000	Y
Communication with Students/Parents: Purchase of Ring Central accounts for all staff.	\$3,597	\$ 3,597	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All budgeted expenditures were completed as stipulated in the Action Plan.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

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

In Spring 2020, SOUL identified a clear need for staff, students and families to be trained in all aspects of distance learning, including basic keyboarding, accessing websites, Google classroom, and virtual parent meetings. SOUL's 2020-2021 professional development plan focused on strategies needed to deliver high-quality distance learning instruction. Teachers received training on how to navigate through the Edgenuity Core curriculum program, which included the monitoring of student academic progress. Teachers were given additional training on using the NWEA Measures of Academic Progress to assess students remotely. Future trainings will include

additional specific strategies to enhance student engagement and participation in online learning. Additional training will focus on engaging parents and families as partners in student learning. Ongoing Ring Central training will be held throughout the year to maximize virtual class sessions with simultaneous breakout groups and student presentations during whole class instruction. Regular teacher collaboration plays a significant role in supporting the distance-learning program and professional development. Ongoing professional learning will be offered throughout the school year to support achievement of SOUL's Charter and WASC goals.

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Instructions: In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. **Add additional rows to the table as needed.**

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NWEA Measures of Academic Progress (MAP)	\$2,448	\$2,448	Y

Edgenuity's My Path Intervention Prescriptive Curriculum (included in Edgenuity site License)	Incl.	Incl.	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All budgeted expenditures were completed as stipulated in the Action Plan.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The primary means to address student learning loss is through direct instruction. On September 15, 2020, SOUL began providing nearly every student an hour of in-person instruction with his or her teacher each week. One additional teacher was assigned to special population students to oversee intervention strategies and provide individualized support. Throughout the year, regular benchmark assessments in both ELA and Math allow teachers at SOUL to monitor student learning on an ongoing basis, and identify the rate at which they were making progress. As previously stated, NWEA's Measures of Academic Progress (MAP) were administered to all students at the beginning of the year, mid-year, and in the spring. The ELA and Math assessments provide an accurate indicator of a student's academic success as determined by their reading and math fluency.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SOUL has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students. To effectively support the social and emotional well-being of students and staff during the school year, a myriad of services was put into place. Teachers maintain near daily contact with students and address academic and non-academic needs. All teachers have been trained in the Success for Life curriculum 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, teacher 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 weekly phone calls to parents, SOUL staff functions as a vital support system and facilitates further way 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

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SOUL relies on parents as major stakeholders, engaging them in meaningful and valuable dialogs about their children's learning experiences at home, as well as their family situation. Weekly "wellness check" calls to parents provide valuable feedback on how their children are progressing at home. SOUL's family-centered approach focuses on the family's personal/mental health, nutritional and other needs. SOUL staff make referrals to resources within Fresno EOC or the community to address identified needs. SOUL social work interns are available to follow up with families, and support staff set up virtual meetings or phone calls with students. SOUL administration has scheduled three parent meetings per month, two in English and one in Spanish, to accommodate parents' schedules and to maximize parent participation. The 2020-2021 school year can be defined as the most successful year in making connections with parent's in SOUL's 23-year history.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Throughout the year, SOUL has offered free meals to all students. Once per week, a designated time is set aside for students and their parents to pick up at the school site a week's worth of meals, which include both breakfast and lunch. Each week, support staff checks with parents to determine who plans to pick up the meals. Although SOUL students reside in more than 17 zip codes throughout the Fresno Metropolitan area, the food pickups are consistent and appreciated by all parents and students. It also provides SOUL staff a brief moment to interact with both student and parent as they drive up to receive their weekly meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures Includes outdoor canopies and PPE devices to distribute meals	\$ 2,100	\$800	Y
Mental Health and Social and Emotional Well-Being	Maintain existing staffing to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Existing staff will also address mental health needs, in particular the trauma experienced or exacerbated because of the COVID pandemic.	\$270,000	\$270,000	Y
Pupil and Family Engagement and Outreach	Maintain existing staffing to support total parent engagement. Provide outreach to unreachable or unmotivated students.	\$250,000	\$250,000	Y
Pupil and Family Engagement and Outreach	Use Ring Central to hold virtual synchronous classes, parent meetings, tutorial services, and personal counseling. Outdoor canopies and PPE devices (including Plexiglas shields) will be used to hold face-to face counseling or other parent/student meetings.	Incl	Incl	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All funds budgeted for Actions/Services are projected to be fully expended with the exception of the funds set aside for additional materials needed to provide meals during school closures. A total of \$800 have been expended to date, leaving a balance of \$1,300. Otherwise, SOUL was able to implement all projected actions. Throughout the year, teachers, case managers and career counselor have continued *to provide* in-person and remote service to all students. The funds not expended on nutritional services materials and supplies were used to purchase air purifiers for classrooms.

Overall Analysis An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Throughout the 2020-2021 year, SOUL has made adjustments ranging from only remote learning to complete in-person learning to ensure that students have the most beneficial learning experience during the pandemic year. The transition from online curriculum to in-person instruction in mid-September allowed our students to successfully complete their coursework. Through the pandemic, student attendance to school appointment has been well above 90%. Regular school outreach to parents has resulted in stronger parent/school connections than ever before. Stakeholder input through parent, student, staff, and community partner surveys throughout the year have been instrumental in identifying successes and areas for consideration for the development of goals and actions for 2021-2024 LCAP plan.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Nearly 90% of all SOUL students are English language learners, foster youth, homeless, and/or low income. SOUL's comprehensive service delivery system is designed to meet the needs of all students. Additional resources for English language learners include teacher support to provide increased intervention activities to ensure that students have the support they need to successfully complete their required and elective courses. Additional services for foster youth, homeless youth and low-income students and families have been described above and include increased outreach to all families through weekly phone calls, additional parent meetings, and increased referrals to community resources. Throughout the 2020-2021 school year, SOUL students continued to take NWEA's Measures of Academic Performance assessments to track language arts and math progress among students who have not had daily access to instruction. SOUL will continue to utilize these assessments to monitor the progress of students in the fall, winter, and spring of each year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

SOUL Students who receive accommodations through a 504 Plan have been supported by their assigned teacher. Accommodations that were needed to support the student's education through distance learning initially and subsequently in-person learning were reviewed with student and parents by the teachers and support staff. Students who receive special education services have continued to access their designated IEP supports, modifications and accommodations. Consultation services have been provided seamlessly through Fresno Unified, with onsite and online IEP meetings. Access to a school psychologist has been available to all students on an as-needed basis to support the students who have social/emotional obstacles creating barriers to learning due to the school closure. The IEP team has worked closely all year to address the impact of the school closure on each student and whether an updated IEP is warranted due to a decline in student skills or lack of progress.

English Learners (ELs) receive academic support from their assigned teacher. This support has been individualized to meet the needs of the student, based on the ELPAC assessment data that has been recorded, as well as previous classroom performance, and teacher input. Additionally, throughout the 2020-2021 school year, a designated teacher has been assigned to provide supplemental support to the EL students in the areas of reading, writing, listening, and speaking through online learning activities and virtual or in-person tutoring on a weekly basis. The two teachers, along with a case manager, have provided support to students through in-person instruction, and their families by phone or virtual video. ELAC meetings have been held throughout the year via online links. One-hundred percent of non-English parents were called to complete the Spring parent survey in their native language.

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

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Notwithstanding the suspension of Statewide testing for the 2019/2020 school year, a two-year comparison of SOUL's alternative metric, NWEA Measures of Academic Progress assessment results, revealed a slight increase in scores during the 2020/2021 school year as compared to the 2019/2020 school year for Fall and Winter testing. In-person individualized instruction yielded most positive results than whole classroom instruction overall, since most of our at-risk students become easily distracted and struggle with concentration and

learning in larger group settings. Moreover, student attendance this past year during one-on-one instruction was 10% higher among students previously attending daily classes. Last year, despite the closure of school campuses statewide during the final quarter of the 2019/2020 school year, SOUL recorded its largest graduating class in its 22-year history. This can be attributable largely to the individualized instruction that students received in Spring 2020, which helped them complete their academic year and successfully meet the requirement for graduation. In March 2021, all stakeholders were surveyed. Over 85% of students and 90% of parents participated in the survey. An overwhelming 70% of both students and parents preferred the one on one approach as opposed to the whole classroom approach. There has been a growing trend for students to enroll in SOUL's Independent Study program, which has increased from 50% in 2015 to 70% in 2020. SOUL is fully aware that some students need to be in school all day, every day, compelling SOUL and its stakeholders to rethink how best to deliver instruction using a hybrid model, which remains to be defined, developed, and implemented. Reviving and expanding SOUL's career classes will be a priority for the 2021-2024 LCAP, which will include a more flexible schedule for all students with more emphasis on individualized instruction. A dramatic increase in parent engagement (i.e. parent connections) during the pandemic year will continue into the future through weekly outreach efforts to all parents. In March 2021, stakeholder survey data was analyzed to critically examine our current goals and performance measures in light of our 2021-2024 LCAP. While some indicators have been met, others will lead to a plan of action that will have a more positive impact on student learning, college and career readiness, graduation rate, school connectedness, and parent engagement. The pandemic created an urgent need for students, staff, and parents to learn how to communicate remotely. Although SOUL transitioned back to face-to-face learning, increased technology has been utilized by all stakeholders. All students now have a device and internet access to conduct research, attend remote meetings, provide remote meeting access for their parents, and submit electronic documents. All staff now have Ring central accounts through which daily student contact is made whether by remote meetings, text messages, phone calls, or email. Expanded use of technology will continue to be a priority in the 2021-2024 LCAP.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
School of Unlimited Learning Charter High	Mark A. Wilson, Ed.D. Principal	Mark.wilson@fresnoeoc.org 559-500-0914

Plan Summary for the 2021-22 LCAP

General Information

A description of the LEA, its schools, and its students.

The School of Unlimited Learning (SOUL) was established to serve youth who are at risk of dropping out of high school. Students attending SOUL receive the extra individual attention they need to succeed. What we found is that when we spend a little more time with these students, we see their true nature and desire to achieve. We find that our students are eager to learn; hungry for knowledge, generous in nature and that they truly want to make a positive impact in their neighborhoods and community.

The School of Unlimited Learning (SOUL) presently serves, educates and works with students residing primarily within the Fresno metropolitan area. The students, ages 14 through 21, and grades 9 through 12, have not yet received a high school diploma and many are at high risk of dropping out of school. The majority of SOUL students reside in economically depressed areas within the Fresno metropolitan area. Most targeted youth have a history of low academic achievement due primarily to poor attendance in their previous schools. A review of their scholastic career typically reveals a failure to benefit from available support services in the traditional school system, and a possible need for more comprehensive social services.

The School of Unlimited Learning has been an asset to the Fresno community in serving at-risk youth for nearly 23 years. SOUL's target population can be largely defined as students who are habitually truant, severely credit deficient, pregnant or parenting, or part of the juvenile justice system and at risk of dropping out of school. SOUL began to utilize the alternative dashboard when it became available in August 2018.

Reflections: Successes

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

1. Students, parents, faculty, support staff, administration, and community partners, a strong sense of connectedness, acceptance, and respect for each other are evidenced in an exceptionally positive school culture. The 2020/2021 parent and student survey results revealed that 100% of SOUL parents felt welcomed at SOUL. Ninety percent of parents stated that SOUL has helped their child become more focused in school.
2. SOUL is committed to maintaining a safe and orderly environment for all students and staff. All students stated that SOUL is an extremely safe campus. After the campus shutdown period beginning March 16, 2020, SOUL was able to open its doors to students in September 2020 for face-to-face hybrid instruction, which has resulted in increased student success.
3. Strong sense of parent/community support. 100% of all parents meet at least once per year with a SOUL case manager. During the 2020/2021 school year, limited student contact due to the pandemic resulted in an increase in parent communication and connectedness.
4. Use of Pathways, NWEA Measures of Academic Performance (MAP), Edgenuity's MyPath prescriptive curriculum for student data collection, analysis, and reporting. All students take the NWEA MAP test. 100% of all students and parents have access to School Pathways, our student information system.
5. Classes prepare students for the world of work through career technical education: computer literacy, child development, street law, culinary arts, and construction trade skills. During the 2019/2020 school year, over 40 percent of all students participated in a career technical education experience. Due to the pandemic, career courses were curtailed significantly. A resurgence of career education opportunities is foreseen in the 2021/2024 LCAP.
6. SOUL's vision is developed collaboratively and is consistent and supported by the school's expected schoolwide learning results.
7. SOUL's sense of family among students, alumni, parents, community members, partner organizations, and school staff encourage and support increased student achievement.
8. Instruction is standards-based and supplements traditional texts in creative ways.
9. Instruction is enhanced through the increased use of technology.
10. Intervention resources for skills-deficient students, including English learners, have increased over the past five-year period. Students with deficiencies in reading and math are assigned individualized reading and/or math prescriptions to bring them to grade level.
11. Due to the pandemic, 100% of all students were issued a laptop and wireless hotspot to complete their coursework remotely.
12. SOUL's graduation rate increased steadily over the past three years.
13. A total of 19 of SOUL's core academic courses have been UC-approved.
14. An increase in supportive services to parents and students during COVID has resulted in higher attendance and improved academic performance.
15. Increased efforts to engage parents during the COVID campus closure have resulted in much closer parent connections and home/school communication.

Reflections: Identified Need

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

1. Increased efforts must be made to ensure that a greater percentage of students meet or exceed target growth in both English language arts (ELA) and math. Teacher monitoring of student progress and growth in reading and math proficiency has been inconsistent. Measures must be taken to closely monitor student progress and provide prescriptive interventions when necessary.
2. Career education courses were severely limited during the 2020/2021 school year due to inaccessibility caused by the pandemic. A major focus for the 2021/2022 school year will be the expansion of career education to all students.
3. In order for students to reengage in learning, SOUL has identified a need to address the social and emotional well-being of all students, and in particular, students with unique needs of special populations, many of whom have suffered from feelings of isolation, lack of motivation, and depression.
4. SOUL acknowledges that parents are equal partners in promoting student achievement and educational development. SOUL will continue to make every effort to ensure that every interaction with parents is positive and valuable.
5. Stakeholder input has called for flexibility in SOUL's instructional delivery. To increase our graduation rate, SOUL is exploring the feasibility of a hybrid model of learning, which will allow students greater opportunities for credit recovery, intervention, career-exploration, and social/emotional resources.

LCAP Highlights

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

Key features of the 2021/2022 LCAP Plan are based on the following schoolwide goals:

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

Comprehensive Support and Improvement

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

Schools Identified

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

School of Unlimited Learning

Support for Identified School

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

In developing the CSI plan, SOUL staff first reviewed our school's shared WASC, Charter, and 2020/2021 Single Plan for Student Achievement (SPSA) goal of creating greater student access to post-secondary opportunities by increasing school graduation rate. Staff reviewed the most current CDE and internal graduation rate and dropout rate data, attendance data, and RIT scores from NWEA's Measures of Academic Progress (MAP) tests to determine language arts and math growth levels. Using a root cause analysis approach, school staff and stakeholders first identified causal factors for students not graduating. Student personal learning files were examined to identify individual barriers to academic success. Findings affecting a student's graduating high school revealed that a high percentage of SOUL students live in poverty. An overwhelming majority of students entering the charter school are credit deficient, have a history of truancy, and enroll with language arts and math skills significantly below grade level. Student and parent survey data from phone surveys administered in May and August 2020 identified the following factors as root causes for student failure at their previous schools: lack of motivation; inadequate basic educational services; insufficient instructional intervention; and social and emotional issues. An examination of student enrollment over the past three years revealed that nearly 95% of students who enroll at SOUL are credit deficient. Further analysis revealed that despite recent gains in overall graduation rates, SOUL's graduation rate is hampered by large numbers of severely deficient 12th grade students who do not graduate in their 12th grade year and thus deemed "non-completers". For all seniors, credit recovery is critical to obtaining a high school diploma.

Results of parent and student survey data, along with findings of the main root causes for student failure were shared with staff and other stakeholders through online meetings held in August and September 2020. Graduation and dropout rate data, along with NWEA MAP results were reviewed at virtual staff meetings, parent meetings and advisory council meetings in August and September 2020. Attendance and discipline data were included in our School Accountability Report Card and shared with stakeholders, as well as posted online.

In identifying root causes for student failure and the underlying additional challenges of school closure due to the pandemic, stakeholder input largely influenced the development of specific interventions for the 2020-2021 school year. Stakeholder data analyses led to the development of student/family support teams for each student to ensure that the students remain on track to graduate by receiving additional weekly assistance and support during the school site closure. Support teams, which consist of certificated, classified, and social work intern staff, will closely monitor student academic progress as well as social and emotional well-being of students and families on a weekly basis, either in person or remotely.

School staff reviewed the 2020-2021 preliminary budget, as well as staffing, and technology resources for distance learning to identify resource inequities. With the addition of CSI funding for the 2020-2021 school year, budgetary, staffing and facilitates needs were successfully met. However, a survey of all students conducted in May 2020 revealed more than 80% of our students did not have a personal computer or wireless access at home. The transition to online learning necessitated the purchase of student laptops and wireless hotspots for students, as well as Ring Central (Zoom) accounts for all staff to conduct online classes, tutorial sessions, and individual and group parent meetings. The identified resource inequities were successfully overcome through additional State funding to cover the costs associated with the purchase of the aforementioned technological resources.

In October 2020, SOUL shared a draft of its SPSA and CSI Prompts with the Governing Council, Fresno EOC Board of Commissioners, school staff, students, and parents. SOUL staff also held three virtual parent meetings, one of which was the English Learning Advisory Committee (in Spanish) to discuss the draft of SOUL's SPSA Plan and CSI Prompts. As stated, stakeholder input has been addressed and incorporated into this plan.

Monitoring and Evaluating Effectiveness

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

SOUL will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement consistent with the processes for monitoring and evaluating LCAP goals, which are clearly articulated in this LCAP plan. Data Monitored will include all of the measurable outcomes identified in SOUL's 2020-2021 SPSA Plan:

- NWEA Measures of Academic Progress results by grade and subject area three times per year
- Edgenuity "My Path" Progress (by semester)
- CDE School Graduation Rate target and actual (annually)
- CDE Cohort Dropout Rate (annual)
- SOUL Internal Graduation Rate (annual)
- Course Pass/Fail rate (semester)

School monitoring and evaluation of the effectiveness of the CSI plan will include the following:

- Teachers will monitor NWEA MAP results and Edgenuity My Path data to identify gaps and prescribe interventions.
- Administration will review NWEA data and monthly MyPath data to identify gaps and prescribe interventions.
- Annual Report to School Governing Council will include all student performance data.
- Guidance Counselor will work with case managers and teachers to identify students at risk of failing a class and prescribe individualized tutoring.
- Guidance Counselor will prescribe credit recovery options to credit deficient students.
- Principal will hold monthly parents meetings to discuss student progress and other school-related issues.

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

- SOUL Governing Council – Principal, counselor, teachers, students, parents, community members
- Weekly teacher meetings, or as needed, to discuss student progress and instructional strategies
- Monthly schoolwide staff meetings to share data when relevant (e.g. fall, winter, and spring NWEA results)
- Annual Report to the SOUL Governing Council and to Fresno Unified School District
- May 2021 Parent and ELAC meetings

Specific goals have been established to address each component of the plan, as outlined in SOUL's Single Plan for Student Achievement, 2020-2021 Learning Continuity and Attendance Plan, 2020-2021 WASC Action Plan, and Charter Goals. At the end of the year, student performance data and other statistical information such as the percentage of SOUL graduates and non-completers and SOUL's internal graduation rate, will be compared to the established goals.

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

Stakeholder Engagement for the 2021-2022 LCAP t

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

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

twice per month at two different times to accommodate maximum parent participation. In March 2021, stakeholders were surveyed to help identify strengths, gaps, and needs. Data from student, parent, staff, and community partner surveys was collected and shared with all stakeholder groups at staff meetings, parent meetings, and the March 2021 Governing Council meeting. Data and recommendations from the surveys have been incorporated into this LCAP.

A summary of the feedback provided by specific stakeholder groups.

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

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

The following metrics are the direct results of stakeholder input:

Goal 1: Increase in Reading and Math Levels

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

Goal 2: Increase in Graduation Rate

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

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

To increase student engagement and career preparedness, among SOUL students, SOUL will add one additional CTE course each year for a three- year period.

Goal 4: Parent Engagement

Parent counseling, training, and workshops will be scheduled a minimum of four times per year that are specifically designed to provide information to parents about Fresno EOC and community resources that can assist them in removing barriers to their child's success.

Goals and Actions

Goal 1: Increase in Reading and Math Skills

Goal 1	Improve Student Academic Performance and College and Career Readiness by Increasing Reading and Math Levels of all SOUL Students.
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State and/or Local Priorities addressed by this goal: **Basic Services (1); Implementation of State Standards (2); Pupil Achievement (4); and Course Access (7).**

An explanation of why the LEA has developed this goal.

Nearly 80% of all students who enroll in SOUL are severely skill deficient in math and/or reading. Over the past five years, the average entry reading level for SOUL students has been a 6.5 grade level, whereas the math level averages a 5.5 grade level. Close monitoring of student reading and math levels will provide SOUL ongoing data regarding student achievement and will assist in determining intervention needs. The CAASPP 2018/2019 Smarter Balanced Test results revealed that 19 percent of SOUL students met or exceeded the standard in language arts/literacy and zero percent of students met or exceeded the standard in math. All teachers receive common core and ELD professional development training throughout the year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Language Arts	19% of students met or exceeded English language arts standard in 2019	4% growth above baseline will meet or exceed standard for all subgroups	8% growth above baseline will meet or exceed standard for all subgroups	12% growth above baseline will meet or exceed standard for all subgroups	16% growth above baseline will meet or exceed standard for all subgroups
SBAC Math	0% of students met or exceeded math standard in 2019	2% growth above baseline will meet or exceed standard for all subgroups	5% growth above baseline will meet or exceed standard for all subgroups	8% growth above baseline will meet or exceed standard for all subgroups	11% growth above baseline will meet or exceed standard for all subgroups
NWEA MAP Reading	Percent of students who meet or exceed target growth in Spring 2021	5% growth over baseline year.	10% growth over baseline year.	15% growth over baseline year.	20% growth over baseline year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Math	Percent of students who meet or exceed target growth in Spring 2021	3% growth over baseline year.	6% growth over baseline year.	9% growth over baseline year.	12% growth over baseline year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase in NWEA's MAP scores	<p>NWEA 's Measures of Academic Progress Benchmark Exams will be given three times per year to monitor student progress in language arts and math.</p> <p>Students scoring below the grade level standard will be enrolled in a mandatory class designed to help them increase their reading and/or math levels. Additional staff will provide instruction or personalized tutoring for identified students.</p> <p>Each student scoring below the standard upon enrolling will be given an individualized, prescriptive language arts and math curricula through Edgenuity's MyPath.</p>	\$71,807	Y
2	Increase in SBAC Scores	Students who do not meet the standard in language arts or math will be given a mandatory class designed to help them increase their reading and/or math levels. Additional staff will provide instruction or personalized tutoring for identified students.	\$36,826	Y
3	Monitoring of Student Benchmark Data	All teachers will be given copies of student benchmark performance data, to which they will refer and provide students prescriptive resources, such as Edgenuity's MyPath and other resources to address learning loss in language and math.	\$11,775	Y
4.	Curriculum Development and Teacher Training.	Teachers will receive training in CASSPP testing and review best practices for integrating language arts and math into all curriculum. A schoolwide focus will be centered on developing strategies to improving student literacy across the curriculum.	\$19,958	Y
		Goal 1 Subtotal	\$ 140,365	

Goal Analysis

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

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

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

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

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

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

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

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

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

Goal 2: Increase Graduation Rate

Goal 2	Create Greater Student Access to Post-Secondary Opportunities by Increasing School Graduation Rate
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State and/or Local Priorities addressed by this goal: **Pupil Achievement (4), Pupil Engagement (5)**

An explanation of why the LEA has developed this goal.

An overwhelming majority of students who enroll at SOUL are credit deficient. Nearly 40% of all SOUL students are 12th graders. Despite recent gains, SOUL's graduation rate is hampered by large numbers of severely deficient 12th grade students who do not graduate in their fourth year of high school and are thus deemed "non-completers". For all seniors, credit recovery is critical to obtaining a high school diploma. In addition to providing students increased intervention resources and support to recover credits to graduate, stakeholders have identified a need for flexibility in SOUL's instructional delivery. To increase our graduation rate, SOUL is exploring a hybrid model of learning, which will allow students greater opportunities for credit recovery, intervention, career exploration, and social/emotional resources. SOUL has met its target graduation rate since the 2011/2012 school year. SOUL will continue to set the goal of meeting or exceeding its graduation rate each year for the next three years. Using the 2018/2019 Cohort Dropout Rate of 32% as a baseline, SOUL's dropout rate will decrease by 4% per year. SOUL's internal graduation rate in 2020 was 95%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Annual Minimum Graduation Rate for School	Target School Graduation rate set by CDE	Meet or exceed target graduation rate set by State of California	Meet or exceed target graduation rate set by State of California	Meet or exceed target graduation rate set by State of California	Meet or exceed target graduation rate set by State of California
CDE Cohort Dropout Rate	32% for all subgroups	28% for all subgroups	24% for all subgroups	20% for all subgroups	16% for all subgroups
School Internal Graduation Rate	2019/2020 Internal Graduation Rate of 95%	95% for all subgroups	95% for all subgroups	95% for all subgroups	95% for all subgroups

Actions

Action #	Title	Description	Total Funds	Contributing
1	Case Management Support	Assigned staff will work with seniors to assist them in accessing resources that help to remove identified barriers to graduation. In addition, they will work closely with teachers and with other support staff, such as the Guidance Dean and Home/School Liaison to ensure that the seniors have the resources they need to successfully complete their studies.	\$39,630	y
2	Personal Learning Plans	Assigned staff will develop personal learning plans for all 12 th grade students to identify a timeline for graduation and the resources they need to complete their studies successfully.	\$31,600	Y
3	Career Counseling	Assigned staff will provide college readiness preparation for all 12 th grade students and conduct career assessments for all 12 th grade students on track to graduate, and assist with resume preparation. The Career Counselor will serve as the primary liaison between the school and post-secondary institutions to assist with the enrollment of SOUL graduates into post-secondary institutions.	\$48,558	Y
4	Additional Tutoring	Assigned staff provide Individualized tutoring and instruction will assist students who need additional help to pass their classes.	\$42,455	Y

Action #	Title	Description	Total Funds	Contributing
5	Coordination of Resources for Special Student Populations	Assigned staff will identify, develop, and expand services for special student populations by establishing a close coordination of resources with agency and community partners and identifying need for such resources among our students and parents.	Incl.	Y
		Goal 1 Subtotal	\$ 162,243	

Goal Analysis

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

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

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

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

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

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

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

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

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

Goal 3: Increased Student Connectedness and Expansion of Career Education

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

State and/or Local Priorities addressed by this goal: **Pupil Engagement (5); School Climate (6); and Pupil Outcomes (8)**

An explanation of why the LEA has developed this goal.

Notwithstanding recent gains in student participation in extracurricular activities and community service projects, SOUL continues to experience lower than average ADA to enrollment. SOUL will collect, analyze, and evaluate student participation and attendance data on an annual basis and make recommendations for program changes to improve attendance and increase engagement in career classes and extracurricular activities, including student leadership. The majority of SOUL students are considered high-risk of dropping out of school due to past-history of truancy and poor academic achievement. In order to help students become successful academic learners, it is essential to help them remove non-academic barriers, such as depression, gang affiliation, substance abuse, domestic violence issues, and other personal family challenges.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA to Enrollment	90%	90% for all subgroups	92% for all subgroups	93% for all subgroups	94% for all subgroups
Career Education Courses	Five career education courses	Reinstatement of the five career education courses that were cancelled due to COVID	Expand career education to six courses	Expand career education to seven courses	SOUL will offer eight career education courses
Student Participation	50% of all students will participate in career, leadership, and/or co-curricular activities.	50% of all students will participate in career, leadership, and/or co-curricular activities.	60% of all students will participate in career, leadership, and/or co-curricular activities.	70% of all students will participate in career leadership, and/or co-curricular activities.	80% of all students will participate in career leadership, and/or co-curricular activities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Flexibility in Scheduling	SOUL will provide greater flexibility in scheduling of classes to increase student attendance and more actively engage students in learning. The flexible scheduling model will include specific skills labs and other strategies designed for students or who are skills deficient in math and reading.	Incl	
2	Increased Case Management Services	Case managers will work closely with students to assist them in accessing resources that help remove barriers to academic and personal success. In addition, they will work closely with teachers and other support staff to ensure that the seniors have the personal, academic, and emotional resources they need to successfully complete their studies.	\$112,069	Y
3	Expansion of Career Education Courses	To increase student engagement and career preparedness, among SOUL students, SOUL will reinstate career courses and add one additional CTE course each year for a three-year period.	\$30,000	Y
4	Increased Student Recognition and Incentives	Provide student incentives to promote attendance and student achievements. Students will be recognized throughout the year for their academic achievements, attendance, participation and community service.	\$ 10,000	Y
5	Removal of Transportation Barriers	To address transportation barriers, SOUL will provide bus tokens to each student, which will reduce non-attendance.	\$18,500	Y
6	Social/Emotional Intervention	In coordination with the Guidance Dean, the Social/Emotional Intervention Specialist will oversee the support services, activities, and trainings/sessions for students and parents. The sessions are designed to address students' post-COVID social and emotional needs to assist them in removing barriers to academic success.	\$110,617	Y
		Goal 3 Subtotal	\$281,186	

Goal 3 Analysis

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

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

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

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

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

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

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

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

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

Goal 4: Increased Services to Parents

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

An explanation of why the LEA has developed this goal.

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

occasional home visits. Increased efforts must be made to involve and engage parents in their children's education. The annual measurable outcomes are aligned with our school's charter and WASC goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome.	Desired Outcome for 2023–24
Parent Meeting Attendance	100% for all Subgroups	100% for all Subgroups	100% for all Subgroups	100% for all Subgroups	100% for all Subgroups
Parent Survey Data	90% satisfaction for all subgroups	90% satisfaction for all subgroups	90% satisfaction for all subgroups	90% satisfaction for all subgroups	90% satisfaction for all subgroups
Parent workshops and trainings	4 workshops/trainings per year	5 workshops/trainings per year	6 workshops/trainings per year	7 workshops/trainings per year	8 workshops/trainings per year

Actions

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

Goal Analysis

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for the 2021-22 LCAP.

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.9%	\$642,312

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

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

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

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the *2018–19 Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 642,289	\$ 341,985	\$ -	\$ 58,105	1,042,379	\$ 962,487	\$ 95,595

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Increase in NWEA MAP Benchmark Scores	Schoolwide-All Gro	\$ 71,807	\$ 25,883	\$ -	\$ 22,791	\$ 120,481
1	2	Increase in Student SBAC Scores	Schoolwide-All Gro	\$ 36,822	\$ 36,822	\$ -	\$ -	\$ 73,644
1	3	Monitoring of Student Benchmark Data	Schoolwide-All Gro	\$ 11,755	\$ -	\$ -	\$ 7,920	\$ 19,675
1	4	Curriculum Development and Teacher Train	Schoolwide-All Gro	\$ 19,958	\$ -	\$ -	\$ 27,394	\$ 47,352
2	1	Case Management Support	Schoolwide-All Gro	\$ 39,630	\$ 39,630	\$ -	\$ -	\$ 79,260
2	2	Monitoring of Personal Learning Plans	Schoolwide-All Gro	\$ 31,600	\$ 63,200	\$ -	\$ -	\$ 94,800
2	3	Career Counseling	Schoolwide-All Gro	\$ 48,558	\$ 48,558	\$ -	\$ -	\$ 97,116
2	4	Additional Tutorial Support	Schoolwide-All Gro	\$ 42,455	\$ 10,189	\$ -	\$ -	\$ 52,644
2	5	Coordination of Resources for Special Popu	Schoolwide-All Gro	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Flexibility in Scheduling	Schoolwide-All Gro	\$ -	\$ -	\$ -	\$ -	\$ -
3	2	Increased Case Management Services	Schoolwide-All Gro	\$ 112,069	\$ 22,864	\$ -	\$ -	\$ 134,933
3	3	Expansion of Career Education Courses	Schoolwide-All Gro	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
3	4	Increased Student Recognition and Incentiv	Schoolwide-All Gro	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	5	Addressing Transportation Barriers	Schoolwide-All Gro	\$ 18,500	\$ -	\$ -	\$ -	\$ 18,500
3	6	Social/Emotional Intervention	Schoolwide-All Gro	\$ 110,617	\$ 59,225	\$ -	\$ -	\$ 169,842
4	1	Home/School Liaison to Address Attendanc	Schoolwide- All gro	\$ 38,127	\$ 25,418	\$ -	\$ -	\$ 63,545
4	2	Case Management Services for Parents	Schoolwide- All gro	\$ -	\$ -	\$ -	\$ -	\$ -
4	3	Student/Parent Counseling/Workshops	Schoolwide- All gro	\$ 20,391	\$ 10,196	\$ -	\$ -	\$ 30,587

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 642,289	\$ 1,042,379
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 642,289	\$ 1,042,379

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Increase in NWEA MAP Benchmark Scores	Schoolwide	All	High Schools	\$ 71,807	\$ 120,481
1	3	Monitoring of Student Benchmark Data	Schoolwide	All	High Schools	\$ 11,755	\$ 19,675
1	4	Curriculum Development and Teacher Train	Schoolwide	All	High Schools	\$ 19,958	\$ 47,352
2	1	Case Management Support	Schoolwide	All	High Schools	\$ 39,630	\$ 79,260
2	2	Monitoring of Personal Learning Plans	Schoolwide	All	High Schools	\$ 31,600	\$ 94,800
2	3	Career Counseling	Schoolwide	All	High Schools	\$ 48,558	\$ 97,116
2	4	Additional Tutorial Support	Schoolwide	All	High Schools	\$ 42,455	\$ 52,644
2	5	Coordination of Resources for Special Pop	Schoolwide	All	High Schools	\$ -	\$ -
3	1	Flexibility in Scheduling	Schoolwide	All	High Schools	\$ -	\$ -
3	2	Increased Case Management Services	Schoolwide	All	High Schools	\$ 112,069	\$ 134,933
3	3	Expansion of Career Education Courses	Schoolwide	All	High Schools	\$ 30,000	\$ 30,000
3	4	Increased Student Recognition and Incentiv	Schoolwide	All	High Schools	\$ 10,000	\$ 10,000
3	5	Addressing Transportation Barriers	Schoolwide	All	High Schools	\$ 18,500	\$ 18,500
3	6	Social/Emotional Intervention	Schoolwide	All	High Schools	\$ 110,617	\$ 169,842
4	1	Home/School Liaison to Address Attendanc	Schoolwide	All	High Schools	\$ 38,127	\$ 63,545
4	2	Case Management Services for Parents	Schoolwide	All	High Schools	\$ -	\$ -
4	3	Student/Parent Counseling/Workshops	Schoolwide	All	High Schools	\$ 20,391	\$ 30,587

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 1,042,379	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Increase in NWEA MAP Benchmark Scores	Yes	\$ 120,481	
1	2	Increase in Student SBAC Scores	Yes	\$ 73,644	
1	3	Monitoring of Student Benchmark Data	Yes	\$ 19,675	
1	4	Curriculum Development and Teacher Training	Yes	\$ 47,352	
2	1	Case Management Support	Yes	\$ 79,260	
2	2	Monitoring of Personal Learning Plans	Yes	\$ 94,800	
2	3	Career Counseling	Yes	\$ 97,116	
2	4	Additional Tutorial Support	Yes	\$ 52,644	
2	5	Coordination of Resources for Special Populati	Yes	\$ -	
3	1	Flexibility in Scheduling	Yes	\$ -	
3	2	Increased Case Management Services	Yes	\$ 134,933	
3	3	Expansion of Career Education Courses	Yes	\$ 30,000	
3	4	Increased Student Recognition and Incentives	Yes	\$ 10,000	
3	5	Addressing Transportation Barriers	Yes	\$ 18,500	
3	6	Social/Emotional Intervention	Yes	\$ 169,842	
4	1	Home/School Liaison to Address Attendance	Yes	\$ 63,545	
4	2	Case Management Services for Parents	Yes	\$ -	
4	3	Student/Parent Counseling/Workshops	Yes	\$ 30,587	

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.

- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.