



SCHOOL OF UNLIMITED LEARNING BOARD OF COMMISSIONERS MEETING

DATE: May 19, 2025

TIME: 5:30 PM

MAIN LOCATION: 1920 Mariposa Street, Suite 310 Fresno, CA 93721

ZOOM: <https://fresnoeoc.zoom.us/join/9876543210>

AGENDA

ITEM	SUBJECT	PRESENTER	ACTION
1. Page 2	CALL TO ORDER AND ROLL CALL: A. Board Attendance Record		
2.	POTENTIAL CONFLICT OF INTEREST <i>(Any Board Member who has a potential conflict of interest may now identify the item and recuse themselves from discussing and voting on the matter.) (FPPC §87105)</i>		
3. Page 3	FEBRUARY 24, 2025 SOUL BOARD OF COMMISSIONERS MEETING MINUTES	Baines, Chair	Approve
4. Pages 5 - 11	GOVERNING COUNCIL MINUTES A. February 4, 2025 B. February 27, 2025 C. March 11, 2025 D. April 8, 2025	Dr. Varnado, Staff	Accept
5.	PRINCIPAL PRESENTATION	Dr. Varnado, Staff	Information
6. Page 12	BY-LAWS SUB-COMMITTEE REPORT A. Supporting Document	Dr. Varnado, Staff	Approve
7. Page 18	FINANCE SUB-COMMITTEE REPORT A. Supporting Document	Dr. Varnado, Staff	Approve
8. Page 21	2025-2026 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) A. Supporting Document	Dr. Varnado, Staff	Approve
9. Page 91	LOCAL INDICATOR SELF-REFLECTION TOOL 2024 A. Supporting Document	Dr. Varnado, Staff	Approve
10.	PUBLIC COMMENTS <i>(This is an opportunity for the members of the public to address the Board on any matter related to the Commission that is not listed on the Agenda. Limit three minutes per speaker)</i>		
11.	ADJOURNMENT	Baines, Chair	
NOTE:	NEXT BOARD MEETING: Monday, September 22, 2025, at 5:30 p.m. at the Fresno EOC Board Room		

SCHOOL OF UNLIMITED LEARNING BOARD OF COMMISSIONERS ROLL CALL 2025

#	Commissioner	Term Expiration	Target Area / Appointing / Nominating Org.	1/27	2/24	5/19	9/15	12/15
1	ARAMBULA, JOAQUIN	Dec 2027	31st Assembly District	X	X			
2	ARAMBULA-REYNA, KATHLEEN	Dec 2025	Fresno Reel Pride	0	0			
3	BAINES, OLIVER	Dec 2027	16 th Congressional District	0	0			
4	BONNER, ALYSIA	Dec.2027	Target Area F	0	0			
5	BROWN, EARL	Dec 2027	Target Area G	0	0			
6	GARABEDIAN, CHARLES	Dec 2025	Board of Supervisors	0	0			
7	JENKINS-MCGILL, JALYSSA	Dec 2027	Head Start CWPC	X	X			
8	KING BRIAN	Dec 2025	Mayor's Appointment	0	0			
9	LEON, REY	Dec 2027	Target Area B	X	T			
10	LIRA, DIANE	Dec 2027	FCSS	0	0			
11	MARTINEZ, DANIEL	Dec 2025	Target Area D	0	T			
12	MARTINEZ, LUIS	Dec 2025	14 th Senatorial District	0	0			
13	MCALISTER, BRUCE	Dec 2025	West Fresno Faith Based Organization	0	0			
14	MCCOY, BARIGYE	Dec 2027	Board of Supervisors	0	T			
15	MCKENZIE, DEBRA	Dec 2027	Target Area H	0	0			
16	MITCHELL, LISA	Dec 2025	Target Area E	0	T			
17	NIKKEL, LAUREN	Dec 2027	Economic Development Corp.	0	T			
18	PACHECO, ALENA	Dec 2025	Target Area A	0	0			
19	PIMENTEL, ROBERT	Dec 2025	SCCCD	0	0			
20	RODGERS, JIMI	Dec 2025	Association of Black Social Workers	0	0			
21	ROGERS, MATT	Dec 2027	Target Area C	N/A	N/A			
22	ROMERO, MANUEL	Dec 2025	Central La Familia Advocacy Services	0	X			
23	RUIZ, DAVID	Dec 2027	Juvenile Court	0	0			
24	TAYLOR, STEVEN	Dec 2027	NAACP	0	0			
	Present = 0				= 1 absent			
	Absent = X				= 2 absent			
	Teleconference = T				= 3 absent			

It is the Commissioner's responsibility to check the matrix, verify accuracy and inform the Secretary or designee if any changes are needed.



SCHOOL OF UNLIMITED LEARNING BOARD OF COMMISSIONERS MEETING MINUTES

DATE: February 24, 2025

TIME: 5:30 PM

LOCATION: 1920 Mariposa Street, Suite 310 Fresno, CA 93721

1. **CALL TO ORDER AND ROLL CALL:**

Oliver Baines, Board Chair, called the meeting to order at 5:33 p.m.

Present: Kathleen Arambula-Reyna, Oliver Baines, Alysia Bonner, Earl Brown, Charles Garabedian, Brian King, Diane Lira, Luis Martinez, Bruce McAlister, Debra McKenzie, Alena Pacheco, Robert Pimentel, Jimi Rodgers, David Ruiz and Steven Taylor.

Teleconference: Rey Leon, Daniel Martinez, Barigye McCoy, Lisa Mitchell, and Lauren Nikkel.

Absent: Joaquin Arambula, Jalyssa Jenkins-McGill, and Manuel Romero.

Ken Price, Legal Counsel, stated Board Members participating via teleconference will not be counted toward quorum to be in compliance with the Brown Act.

2. **POTENTIAL CONFLICT OF INTEREST**

No action required.

3. **JANUARY 27, 2025 SOUL BOARD OF COMMISSIONERS MEETING MINUTES**

Public Comment: None heard.

Motion by: Bonner **Second by:** Pimentel

Ayes: All in favor.

Nays: None heard.

4. **COLLEGE AND CAREER ACCESS PARTNERSHIP ACCESS (CCAP) WITH STATE CENTER COMMUNITY COLLEGE DISTRICT**

Dr. Dion Varnado, SOUL Principal/Academic Officer, provided an overview of the agreement to enter into a College and Career Access Partnership (CCAP) with the State Center Community College District and offer a dual enrollment opportunity for high school students to complete credits towards college general education requirements.

Public Comment: None heard.

Motion by: Pimentel **Second by:** Pacheco

Ayes: All in favor.

Nayes: None heard

5. **GOVERNING COUNCIL MINUTES**

Public Comment: None heard.

Motion by: McAlister **Second by:** Taylor

Ayes: All in favor.

Nayes: None heard

6. **PRINCIPAL PRESENTATION**

Dr. Varnado, presented an overview of the Local Control Accountability Plan (LCAP), with detailed key goals, actions, and budgeted expenditures.

Dr. Varnado, sighted a typo on the presentation and stated the expenditures are as of 10/31/24 for goals 1-3.

Board Chair, expressed concerns regarding the reduction in the Local Control Funding Formula (LCFF) for the current forecast for the years 2024-2025, in the amount of \$374, 781, due to lack of investment in teachers' compensation and retirement. Dr. Varnado responded to the Board Chair's concerns and questions.

The Board and staff engaged in a discussion and recommended that this item move forward as presented.

No action required.

7. **PUBLIC COMMENTS**

Public Comment: None heard.

No action required.

8. **ADJOURNMENT**

The meeting adjourned at 5:54 p.m.

**FRESNO EOC SCHOOL OF UNLIMITED LEARNING
GOVERNING COUNCIL MEETING
Sanctuary Stage Theater
Tuesday, February 4, 2025
MINUTES**

1. Meeting called to order by Terry Allen 8:35 a.m.
2. Community Action Promise
Terry Allen guided the Governing Council in reading the Community Action Promise.
3. Roll call facilitated by Marilyn Wheeler.

Voting Members	Present	Excused	Absent	Staff	Present	Excused	Absent	Non-Voting Member	Present	Excused	Absent	Guests
Terry Allen, Ed.D., Chair, Retired Teacher Representative	X							Felicia Olais	X			
Benita Washington, Vice Chair, FSU Social Worker Representative		X						Dr. Sean Virnig			X	
Jimi Rodgers, Secretary, Fresno EOC Commissioner	X							Jack Lazzarini	X			
Larry Metzler, Cultural Arts Rotary Interact Club Advisor	X							Michelle Tutunjian		X		
Bruce McAllister, Fresno EOC Commissioner	X							Brian Angus		X		
Jeanne Starks, Retired Law Enforcement Juvenile Probation		X										
Julio Romero, EOC Health Services/ David Beale	X											
Steven Taylor, Fresno EOC Commissioner	X											
Patrick Turner, Fresno EOC Training and Employment	X											
Parent Rep Lucy Luttrell		X										
Student Rep's (2) Halle Overton, Sandra Salinas	X											
Alternate Student Rep	X											
Dion Varnado, Staff Representative, Principal	X											
Rena Failla, Staff Representative, Guidance Coordinator	X											
Courtney Griffin, Staff Representative, Guidance Dean	X											
Sandy Lomelino, Staff Representative, Vice Principal	X											

4. **Approval of Minutes**
December 10, 2024, Governing Council Meeting Minutes

Public Comments: None heard.

Motion by: Turner **Second by:** McAllister

Ayes: Griffin, Lomelino, Allen, Romero, Rodgers, Failla, Metzler, Varnado, Taylor, Overton, Salinas

Nays: None

5. **Parent Representative**
Diana Henson SOUL's proposed Parent Representative did not attend the February Governing Council Meeting. This item will be revisited at a later date.

6. **Comprehensive Safe School Plan**

Dr. Varnado presented the Comprehensive Safe School Plan to the Governing Council. Dr. Allen commented that the complexity of the plan was amazing.

Public Comments: None heard.

Motion by: Rodgers **Second by:** McAllister

Ayes: Griffin, Lomelino, Allen, Romero, Turner, Failla, Metzler, Varnado, Taylor, Overton, Salinas

Nays: None

7. **College and Career Access Partnership (CCAP) Agreement**

Nidia Vargas presented College and Career Access Partnership Agreement. Fresno City College offers a dual enrollment opportunity for high school students to complete credits towards college general education requirements. The students can complete as many as two years of college credit during their high school enrollment. Fresno City College has provided a

Memorandum of Understanding (MOU) between Fresno City College and the School of Unlimited Learning (SOUL).

Public Comments: None heard.

Motion by: Turner **Second by:** Taylor

Ayes: Griffin, Lomelino, Allen, Romero, Rodgers, Failla, Metzler, Varnado, Overton, McAllister, Salinas

Nays: None

8. Multilingual Master Plan

Dr. Varnado shared the purpose of the Multilingual Learner (EL) Master Plan. The plan is to provide a strategic, comprehensive framework dedicated to the educational success and personal growth of students. The plan also outlines the legal obligations for servicing Multilingual Learner students. SOUL has a certified EL teacher, Gladys Banda.

Public Comments: None heard.

Motion by: Taylor **Second by:** Metzler

Ayes: Griffin, Lomelino, Allen, Romero, Rodgers, Failla, Turner, Varnado, Overton, McAllister, Salinas

Nays: None

9. Local Control Accountability Plan (LCAP) Mid-Year Update

Dr. Varnado presented the Mid-Year LCAP Update and proposed key goals, actions and budgeted expenditures for next year. The State of California reduced our funding by 15 percent due to not spending the allocated amount. However, enough funds are available to meet our goals. The Council members discussed the information provided.

10. SOUL Update: Principal Report

Principal Varnado reported on the classroom-based and independent study program demographics as presented in the principal's report.

- Dr. Varnado shared that SOUL will be hiring tutors and purchasing laptops and hotspots for the classroom based, and special population students.
- Dr. Varnado reported that SOUL had a clean Audit.
- Luis Baca and Andrew Williams will work together as Interact Advisors.
- SOUL'S 2ND Annual Black History Month Celebration speaker Dr. Charles R. Drew, along with a Community Blood Drive, Friday, February 21, 2025, 1:00 – 5:00 pm

11. Other Business

Terry Allen announced that the next Governing Council meeting will be held, Tuesday, March 11, 2025.

12. Adjournment of Meeting

Meeting adjourned at 9:20 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary

**FRESNO EOC SCHOOL OF UNLIMITED LEARNING
SPECIAL GOVERNING COUNCIL MEETING
Sanctuary Stage Theater
Tuesday, February 27, 2025
MINUTES**

1. Meeting called to order by Terry Allen 8:30 a.m.
2. Community Action Promise
Terry Allen guided the Governing Council in reading the Community Action Promise.
3. Roll call facilitated by Marilyn Wheeler.

Voting Members	Present	Excused	Absent	Staff	Present	Excused	Absent	Non-Voting Member	Present	Excused	Absent	Guests
Terry Allen, Ed.D., Chair, Retired Teacher Representative	X							Felicia Olais		X		
Benita Washington, Vice Chair, FSU Social Worker Representative	X							Dr. Sean Virnig		X		
Jimi Rodgers, Secretary, Fresno EOC Commissioner	X							Jack Lazzarini	X			
Larry Metzler, Cultural Arts Rotary Interact Club Advisor			X					Brian Angus		X		
Bruce McAlister, Fresno EOC Commissioner	X											
Jeanne Starks, Retired Law Enforcement Juvenile Probation	X											
Julio Romero, EOC Health Services/ David Beale	X											
Debra McKenzie, Fresno EOC Commissioner	X											
Patrick Turner, Fresno EOC Training and Employment	X											
Parent Rep Lucy Luttrell		X										
Student Rep's (2) Halle Overton, Sandra Salinas	X											
Alternate Student Rep	X											
Dion Varnado, Staff Representative, Principal	X											
Rena Failla, Staff Representative, Guidance Coordinator	X											
Courtney Griffin, Staff Representative, Guidance Dean	X											
Sandy Lomelino, Staff Representative, Vice Principal	X											

4 Proposition 28 Arts and Music in Schools Funding Annual Report Fiscal Year 24-25

Dr. Varnado presented Proposition 28 Arts and Music funding annual report. The report is categorical funds allocated in the 2023-2024 school year, for the fiscal school year 2024-2025. These funds were utilized to embed Art and Music in all areas of learning at SOUL.

Public Comments: None heard.

Motion by: Turner **Second by:** McKenzie

Ayes: Griffin, Lomelino, Allen, Romero, Rodgers, Failla, Varnado, Taylor, Overton, Salinas, McAllister, Washington

Nays: None

Ayes: Griffin, Lomelino, Allen, Romero, Rodgers, Failla, Turner, Varnado, Overton, McAllister, Salinas

Nays: None

5. Other Business

Terry Allen announced that the next Governing Council meeting will be held, Tuesday, March 11, 2025.

6. Adjournment of Meeting

Meeting adjourned at 8:49 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary

**FRESNO EOC SCHOOL OF UNLIMITED LEARNING
GOVERNING COUNCIL MEETING
Sanctuary Stage Theater
Tuesday, March 11, 2025
MINUTES**

1. Meeting called to order by Terry Allen 8:35 a.m.
2. Community Action Promise
Terry Allen guided the Governing Council in reading the Community Action Promise.
3. Roll call facilitated by Jimi Rodgers.

Voting Members	Present	Excused	Absent	Staff	Present	Excused	Absent	Non-Voting Member	Present	Excused	Absent	Guests
Terry Allen, Ed.D., Chair, Retired Teacher Representative	X							Felicia Olais		X		
Benita Washington, Vice Chair, FSU Social Worker Representative	X							Dr. Sean Virnig	X			
Jimi Rodgers, Secretary, Fresno EOC Commissioner	X							Jack Lazzarini	X			
Larry Metzler, Cultural Arts Rotary Interact Club Advisor			X					Bian Angus		X		
Bruce McAllister, Fresno EOC Commissioner	X											
Jeanne Starks, Retired Law Enforcement Juvenile Probation	X											
Julio Romero, EOC Health Services/ David Beale			X									
Debra McKenzie, Fresno EOC Commissioner			X									
Patrick Turner, Fresno EOC Training and Employment			X									
Parent Rep Lucy Luttrell	X											
Student Rep's (2) Halle Overton, Sandra Salinas Alternate Student Rep	X X											
Dion Varnado, Staff Representative, Principal		X										
Rena Failla, Staff Representative, Guidance Coordinator		X										
Courtney Griffin, Staff Representative, Guidance Dean	X											
Sandy Lomelino, Staff Representative, Vice Principal	X											

4. **Approval of Minutes**
February 4, 2025, Governing Council Meeting Minutes
February 27, 2025, Governing Council Special Meeting Minutes

Public Comments: None heard.

Motion by: McAllister **Second by:** Washington
Ayes: Griffin, Lomelino, Allen, Rodgers, Starks, Luttrell, Overton, Salinas
Nays: None

5. **School Accountability Report Card (SARC)**
Sandy Lomelino presented the SARC through a power point presentation. The SARC is a comprehensive report that contains information about the condition and performance of each California public school. Under control of the Local Control Funding Formula (LCFF) and through the Local Control Accountability Plan (LCAP) each public school describes how they intend to meet annual school specific goals. Council members discussed the information in the report.

Public Comments: None heard.

Motion by Starks **Second by:** : McAllister
Ayes: Griffin, Lomelino, Allen, Rodgers, Washington, Luttrell, Overton, Salinas
Nays: None

6. **May Governing Council Meeting Date Change**
Sandy Lomelino presented the Meeting Date Change for May. Changing the May Governing Council Meeting date from May 20, 2025, to May 6, 2025, will allow SOUL to present the necessary end of school year approval items to Fresno EOC SOUL Board.

Public Comments: None heard.

Motion by Rodgers **Second by:** Starks

Ayes: Griffin, Lomelino, Allen, McAllister, Washington, Luttrell, Overton, Salinas

Nays: None

7. SOUL Dashboard

Sandy Lomelino provided an update on SOUL's Dashboard. The information presented delineates student demographics, various data, enrollment, services provided, and the geographic areas being served in both the classroom-based and Individualized learning programs at SOUL

8. SOUL Update: Principal Report

Sandy Lomelino reported on the classroom-based and individualized learning program demographics as presented in the principal's report.

- On March 20, 2025, SOUL will host an Awards Assembly and Celebration Dinner for our students and their parents from 3:30 – 6:30 pm. The parents will have an opportunity to meet with the teachers, take a survey and provide input for our Local Control Accountability Plan (LCAP).

9. Other Business

Terry Allen announced that the next Governing Council meeting will be held, Tuesday, April 8, 2025.

10. Adjournment of Meeting

Meeting adjourned at 9:04 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary

**FRESNO EOC SCHOOL OF UNLIMITED LEARNING
GOVERNING COUNCIL MEETING
Sanctuary Stage Theater
Tuesday, April 8, 2025
MINUTES**

1. Meeting called to order by Benita Washington 8:30 a.m.
2. Community Action Promise
Benita Washington guided the Governing Council in reading the Community Action Promise.
3. Roll call facilitated by Jimi Rodgers.

Voting Members	Present	Excused	Absent	Staff	Present	Excused	Absent	Non-Voting Member	Present	Excused	Absent	Guests
Terry Allen, Ed.D., Chair, Retired Teacher Representative		X						Felicia Olais	X			Commissioner Steven Taylor
Benita Washington, Vice Chair, FSU Social Worker Representative	X							Dr. Sean Virnig		X		
Jimi Rodgers, Secretary, Fresno EOC Commissioner	X							Jack Lazzarini	X			
Larry Metzler, Cultural Arts Rotary Interact Club Advisor	X							Bian Angus		X		
Bruce McAlister, Fresno EOC Commissioner		X										
Jeanne Starks, Retired Law Enforcement Juvenile Probation		X										
Julio Romero, EOC Health Services/ David Beale	X											
Debra McKenzie, Fresno EOC Commissioner		X										
Patrick Turner, Fresno EOC Training and Employment	X											
Parent Rep Lucy Luttrell	X											
Student Rep's (2) Halle Overton, Sandra Salinas	X											
Alternate Student Rep	X											
Dion Varnado, Staff Representative, Principal	X											
Rena Failla, Staff Representative, Guidance Coordinator	X											
Courtney Griffin, Staff Representative, Guidance Dean	X											
Sandy Lomelino, Staff Representative, Vice Principal	X											

4. **Approval of Minutes**
March 11, 2025, Governing Council Meeting Minutes

Public Comments: None heard.

Motion by: Failla **Second by:** Rodgers

Ayes: Griffin, Lomelino, Luttrell, Overton, Salinas, Romero, Varnado, Turner, Washington, Metzler

Nays: None

5. **SOUL's Instructional Continuity Plan**

Dr. Varnado presented SOUL's Instructional Continuity Plan. This plan is required to be included with SOUL's approved 2025-2026 Comprehensive School Safety Plan. Senate Bill 153, Chapter 38, Statutes of 2024 has added a provision to the California Education Code (EC) Section 32282 requiring Local Educational Agencies (LEA) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency

Public Comments: None heard.

Motion by Turner **Second by:** Rodgers,

Ayes: Griffin, Lomelino, Washington, Luttrell, Overton, Salinas, Romero, Varnado, Failla, Metzler

Nays: None

6. **SOUL Update: Principal Report**

Dr. Varnado reported on the classroom-based and individualized learning program demographics as presented in the principal's report.

Other topics presented to the Governing Council included:

- Work study program development,
- SOUL acquired a new van that will be used to transport students to internships and Fresno City College high school

enrichment classes..

- Both of SOUL's vans will be branded with Fresno EOC and SOUL logos.
- SOUL has acquired the Sanctuary Building next door to expand our classroom-based program, and CTE course offerings.
- NWEA Test scores have increased.
- Parent and Student surveys are complete.
- SOUL's students 18 years old and older will be able to do internship with Valley Apprentice Connections (VAC).

9. Other Business

Benita Washington announced that the next Governing Council meeting will be held, Tuesday, May 6, 2025.

10. Adjournment of Meeting

Meeting adjourned at 8:53 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary



BOARD OF COMMISSIONERS MEETING

Date: May 19, 2025	Program: School of Unlimited Learning
Agenda Item #: 6	Director: Dion Varnado, Ed.D.
Subject: By-Laws Sub-Committee Report	Officer: Jack Lazzarini

Recommended Action

The School of Unlimited Learning (SOUL) Governing Council recommends approval of SOUL's By-Laws Sub-Committee Report.

Background

The SOUL By-Laws Sub-Committee meets in the spring of each year to review the current Governing Council By-Laws and to discuss possible addition and/or revisions. The Sub-Committee reports its findings to the SOUL Governing Council for approval in May.

Fiscal Impact

Action on this agenda item will have no fiscal impact.

**SCHOOL OF UNLIMITED LEARNING
Governing Council By-Laws Sub-Committee Meeting
April 23, 2025
Minutes**

The By-Laws Committee met on Wednesday, April 23, 2025, at 1:20 p.m. Members present were Dr. Terry Allen, Dr. Varnado and Sandy Lomelino.

The By-Laws Committee discussed the current by-laws of the Governing Council and concluded that the existing document served its' purpose. The committee has no revisions to the Governing Council.

The meeting adjourned at 1:28m.

Fresno Economic Opportunities Commission
School of Unlimited Learning
Governing Council
BY-LAWS

ARTICLE I. NAME

The name of the Governing Council will be known as the “*Fresno Economic Opportunities Commission (EOC) - School of Unlimited Learning (SOUL) Governing Council*,” hereinafter referred to as the Council.

ARTICLE II. PURPOSE

The purpose of the Council is to provide advice/guidance and assessment to the Fresno Economic Opportunities Commission, and to be an advocate in all matters pertaining to the Charter School of Unlimited Learning (SOUL) hereinafter referred to as the School.

ARTICLE III. DUTIES & RESPONSIBILITIES OF THE SOUL GOVERNING COUNCIL

- Section 1.** The Council shall review the fiscal and programmatic policies and operations of the School of Unlimited Learning.
- Section 2.** The Council shall provide reports and recommendations to the full EOC Board of Commissioners, which retains the legal responsibility for the programmatic and fiscal operations of the School of Unlimited Learning (SOUL).
- Section 3.** The Council shall advocate in all matters pertaining to the School.
- Section 4.** The Council shall serve as a liaison between the School and other agencies within the community.
- Section 5.** The Council shall recruit and maintain Council membership to ensure the best service to the School.

ARTICLE IV. MEMBERSHIP

- Section 1.** The membership of the Council shall include members of public agencies, private agencies and businesses, school staff, managers, students and parents of the students and representatives from the community-at-large who are concerned with youth. These members may include:
- a. Members of public agencies providing services in:
 - Law Enforcement Education
 - Health Social Services
 - Employment Mental Wellness
 - b. Representatives from civic organizations and local businesses.
 - c. Adults and/or youth from the community-at-large.
 - d. School-site management and instructors.
 - e. Parent/guardian and student representation from the School.
 - f. Other individuals or organization representatives who possess skills, interests or resources, which will aid the Council in fulfilling its purpose.

Section 2. There shall be a minimum of nine members on the Council.

Section 3. All members serving on the Council shall be confirmed by the Board of Directors of the Fresno Economic Opportunities Commission.

Section 4. Any member with two consecutive unexcused absences shall be contacted by the Council Chairperson to determine if there is cause for his/her replacement. An excused absence requires advance notification to SOUL staff or Council Chairperson of the inability to attend a regularly scheduled monthly meeting.

ARTICLE V. MEETINGS

Section 1. Regular meetings of the Council shall be at a time and place designated by the Chairperson. Meeting dates, times, and agendas will be posted on the school bulletin board and the school website.

Section 2. The Council shall meet monthly, September through May, unless there are reasons that would preclude having a meeting during these months. All changes to regularly scheduled meetings must be approved by the Council.

Section 3. The Chairperson or a majority of the membership present during a regular meeting shall have the authority to call a special meeting.

Section 4. Fifty-one percent (51%) of the membership shall constitute a quorum at all meetings.

ARTICLE VI. OFFICERS

Section 1. Only members of the Council shall be eligible to hold office on the Council.

Section 2. A nominating committee, selected in April, shall submit a slate of candidate(s) for each office to the Council. Nominations may also be submitted by the membership at the time of election. If there are no new nominations, election of new officers may be waived by majority vote, provided that existing officers agree to continue to hold office.

Section 3. Officers shall be elected by a majority vote of the Council members at the Council Meeting in May of each year.

Section 4. All elected officers shall take office in September and shall remain in office for the following 12 months, unless otherwise stipulated by the Council.

Section 5. Officers may be removed by the following process:

1. Any member of the Council may make a motion for a special meeting to consider the removal of an officer. Such a motion shall include a statement of reasons for removal from office.
2. If the motion is seconded and approved by the majority of members present, a special meeting shall be scheduled to consider the removal of the officer.

3. The officer that is being considered for removal shall receive written notification of the special meeting and reason for removal. This written notice shall be delivered in person or registered mail no less than 14 days prior to the special meeting.
4. Such officer shall be removed at the special meeting with an affirmative vote of two-thirds of the membership present at the special meeting.
5. An officer may give written notice to the Council to voluntarily vacate the office responsibility/position, in which case the removal need only be accepted at a regular meeting.

Section 6. Vacancies for officers may be filled at the next regular meeting by vote of the membership with nominations being submitted from the floor.

ARTICLE VII. DUTIES & RESPONSIBILITIES OF THE OFFICERS

The officers of the Council shall be the Chairperson, Vice-Chairperson, and Secretary.

Section 1. - Chairperson

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

Section 2. - Vice-Chairperson

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

Section 3. - Secretary

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

ARTICLE VIII. COMMITTEES

The Council shall have three standing committees consisting of Bylaws, Membership, Finance.

Section 1. The Council Chairperson shall appoint a minimum of two Council members on each of the three standing committees.

Section 2. The Council shall ratify all committee member appointments.

Section 3. The Council Chairperson may designate other special committees to undertake particular tasks (such as fundraising).

ARTICLE IX. DUTIES & RESPONSIBILITIES OF THE COMMITTEES

Section 1. - Bylaws

The Committee shall consist of at least two members of the Council. The Committee shall be responsible for reviewing, updating and modifying the Council Bylaws. Any revisions recommended by the Bylaws Committee shall be brought before the Council for approval at the May meeting.

Section 2. - Membership

The Committee shall be responsible for recruitment and review of membership as specified by Article IV. Section 1. This committee shall report to the Council at each October meeting. It may also report at any other meeting.

Section 3. - Finance

The Committee shall be responsible for reviewing the School Fiscal operations and making recommendations and presentations to the Council. This committee shall report to the Council at the May meeting and more often if necessary.

ARTICLE X. VOTING

Section 1. Only members, may vote and must be present at meetings to do so.

Section 2. A quorum is necessary to pass any motion. A motion passes with a simple majority vote.

Section 3. The Chairperson may only vote in event of a tie.

ARTICLE XI AMENDMENTS

The Council members may adopt amendments to these by-laws during any scheduled meeting, provided that the following criteria are met:

1. A quorum is established at that meeting; and
2. A three-day written or electronic notification of proposed changes is given prior to the scheduled meeting.

Approved May 21, 2024



BOARD OF COMMISSIONERS MEETING

Date: May 19, 2025	Program: School of Unlimited Learning
Agenda Item #: 7	Director: Dion Varnado, Ed. D.
Subject: Finance Sub-Committee Report	Officer: Jack Lazzarini

Recommended Action

The School of Unlimited Learning (SOUL) Governing Council recommends approval of SOUL's Finance Sub-Committee Report.

Background

The SOUL Finance Sub-Committee meets in the spring of each year to review and discuss SOUL's current and proposed budget for 2025-2026. The Sub-Committee reports that the budget information is up to date and SOUL is in good standing.

Fiscal Impact

Budget approval will provide funds to implement new salary proposals and building remodeling to meet California Department of Education spending requirements, as incorporated into the attached 2025-2026 proposed budget.

**SCHOOL OF UNLIMITED LEARNING
Governing Council Finance Committee Meeting
April 23, 2025**

Minutes

The Finance Sub-Committee met on Wednesday April 23, 2025, at 1:00 p.m. Members present were Dr. Terry Allen, SOUL Governing Council Chair, Dr. Varnado, Principal and Sandy Lomelino, Vice-Principal. Kiran Hayer, SOUL Accountant also attended the meeting.

The Finance Sub-Committee discussed the current SOUL budget and the 2025-2026 proposed budget. All line items are up to date. The report shows SOUL in good standing for both the current and upcoming school year.

The meeting adjourned at 1:18 p.m.

GENERAL FUND

SUMMARY

REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

		Summary - Unrestricted/Restricted					
		Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col. B & D) (E)	% Diff (E / B) (F)
Description	Object Codes						
A. REVENUES							
1) Local Control Funding Formula Sources	8010-8099	2,820,412.00	2,820,412.00	0.00	2,820,412.00	0.00	0.00%
2) Federal Revenues	8100-8299	580,040.00	580,040.00	0.00	580,040.00	0.00	0.00%
3) Other State Revenues	8300-8599	261,000.00	261,000.00	0.00	261,000.00	0.00	0.00%
4) Other Local Revenues	8600-8799	5,000.00	5,000.00	0.00	5,000.00	0.00	0.00%
5) TOTAL REVENUES		3,666,452.00	3,666,452.00	0.00	3,666,452.00		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	1,427,757.00	1,427,757.00	0.00	1,427,757.00	0.00	0.00%
2) Classified Salaries	2000-2999	471,571.00	471,571.00	0.00	471,571.00	0.00	0.00%
3) Employee Benefits	3000-3999	562,361.00	562,361.00	0.00	562,361.00	0.00	0.00%
4) Books and Supplies	4000-4999	153,250.00	153,250.00	0.00	153,250.00	0.00	0.00%
5) Services, Other Operating Expenses	5000-5999	1,496,321.00	1,496,321.00	0.00	1,496,321.00	0.00	0.00%
6) Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00%
7) Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00%
8) Direct Support/Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00%
9) TOTAL EXPENDITURES		4,111,260.00	4,111,260.00	0.00	4,111,260.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)		(444,808.00)	(444,808.00)	0.00	(444,808.00)		
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers							
a) Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00%
b) Transfers Out	7610-7629	0.00	0.00	0.00	0.00	0.00	0.00%
2) Other Sources/Uses							
a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00%
4) TOTAL OTHER FINANCING SOURCES/USES		0.00	0.00	0.00	0.00		



BOARD OF COMMISSIONERS MEETING

Date: May 19, 2025	Program: School of Unlimited Learning
Agenda Item #: 8	Director: Dion Varnado, Ed.D.
Subject: 2025-2026 Local Control Accountability Plan (LCAP)	Officer: Jack Lazzarini

Recommended Action

The School of Unlimited Learning (SOUL) Governing Council recommends approval of SOUL's 2025-2026 Local Control Accountability Plan (LCAP).

Background

Each school year, California schools are required by the State of California Department of Education to submit an LCAP for the upcoming school year. Attached is the 2025-2026 SOUL LCAP. This Plan is developed each year using the CA Department of Education template for all schools in California

Fiscal Impact

The LCAP identifies preliminary allocation of funds to meet identified goals.

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	Dr. Dion Varnado, Principal/Academic Officer	dion.varnado@fresnoeoc.org (559) 500-1352

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The School of Unlimited Learning (SOUL) is guided by a mission to provide learning experiences that equip students with the skills, knowledge, and motivation to become self-directed, lifelong learners. SOUL envisions each student as a collaborative worker and complex thinker who is confident, productive, and self-sufficient through work and community service. This mission shapes a learning environment that is flexible, supportive, and deeply responsive to student needs.

Located in downtown Fresno, SOUL serves students in grades 9–12, ages 14 through 21, who have not yet earned a high school diploma and are at high risk of dropping out. The school primarily serves youth from across the Fresno metropolitan area, many of whom come from economically disadvantaged neighborhoods and arrive with histories of low academic performance and limited access to effective support services in traditional school settings. Often, these students face social and emotional challenges that interfere with their readiness to learn.

While the broader community has made progress expanding access to alternative education and wraparound supports, SOUL continues to respond to ongoing challenges related to academic recovery, attendance, trauma, and preparation for life after high school. Through small class sizes, hybrid and independent study options, and a robust support team, SOUL creates the conditions for students to re-engage in school, develop core skills, and move toward long-term success.

SOUL seeks preventative strategies to address the needs of underserved members of the community. The funding generated through the Local Control Funding Formula (LCFF) is dedicated to improving learning outcomes for all students. The School of Unlimited Learning’s Local Control and Accountability Plan (LCAP) focuses on the use of funds and the actions and services dedicated to supporting English learners, socioeconomically disadvantaged students, homeless and foster youth.

In the 2023–24 school year, SOUL enrolled 209 students. The student population was predominantly Hispanic (83.3%), followed by African American students (6.7%), White students (4.3%), and students identifying as two or more races (3.8%). The school also served smaller populations of American Indian/Alaskan Native and Pacific Islander students (each 0.5%) and one student identifying as Asian. The vast majority of students—93.8%, were socioeconomically disadvantaged. Additionally, 13.4% were English learners, 3.3% were in foster care, 8.1% experienced homelessness, and 10% were students with disabilities.

The funding generated through the Local Control Funding Formula (LCFF) is dedicated to improving learning outcomes for all students. At SOUL, a significant portion of the student body falls into one or more high-need categories, including English learners, socioeconomically disadvantaged students, and foster youth. As a result, SOUL receives both supplemental and concentration grants under LCFF. These funds support the school's continued efforts to provide a responsive, high-quality education and comprehensive support systems that ensure every student has the opportunity to succeed.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As a small charter high school serving a unique and high-need population, the School of Unlimited Learning (SOUL) recognizes the importance of continuous reflection on student outcomes and schoolwide effectiveness. In 2018, SOUL received Dashboard Alternative School Status (DASS) from the California Department of Education in recognition of the distinct population it serves. The DASS designation acknowledges that traditional performance metrics used on the California School Dashboard may not fully capture the growth and impact of alternative schools that serve at-risk or traditionally underserved students. As such, DASS schools are evaluated using modified metrics designed to better reflect the successes and challenges in these settings.

At SOUL, a significant portion of students enroll severely credit deficient. It is not unusual for a student to enter their fourth year of high school with credits reflecting only ninth-grade completion. Many students have also experienced high levels of school mobility—having transferred three or more times since entering high school, which has increased in recent years due to disengagement from traditional learning environments.

While SOUL's local data provides a comprehensive picture of student progress, it is important to note that state-reported academic performance metrics are based on a limited sample. For example, the most recent California School Dashboard results reflect outcomes from just 52 eleventh-grade students out of SOUL's total enrollment of 209 students. This small sample size means that performance indicators may not be representative of the entire school population, especially given the highly individualized nature of credit recovery and academic trajectories at SOUL.

In this context, SOUL's success is best measured through a combination of local assessments, student re-engagement, academic growth, and progress toward graduation. The reflections that follow highlight both the measurable outcomes and the deeper impact of SOUL's responsive, student-centered model.

2024 CA Dashboard Performance

English Language Arts: Overall performance is -73.4 points below standard, reflecting a 19.6-point decline from 2023. As a result, performance dropped from Orange (Low) to Red (Very Low) on the Dashboard. This decline is largely attributed to a high student transiency rate.

Mathematics: Overall performance is -200.6 points below standard, reflecting a -13.1 point decline from 2023. As a result, performance dropped from Orange (Low) to Red (Very Low) on the Dashboard. This decline is largely attributed to a high student transiency rate.

English Language Progress: In 2023–24, 25% of English Learners made progress toward English language proficiency, reflecting a 36.1% decline compared to the previous year. This decrease is attributed to a combination of factors, including a high rate of credit deficiency and increased student transiency, both of which have been impacted by a growing English Learner population. Over the past three years, the percentage of English Learners has steadily increased as 2021-2022 8.3%, 2022-23 12.8% and 2023-24 13.4%. This upward trend highlights the school’s evolving student demographics and the **increased need for targeted English Learner supports**. As the English Learner population has grown by over 5 percentage points since 2021–22, additional resources, interventions, and staffing will be critical to ensure that all EL students have the support necessary to accelerate their progress toward English proficiency.

College/Career Readiness: Overall maintained with 4.6% prepared for meeting college/career readiness benchmarks with Hispanic students maintaining at 5.7% and Socioeconomically Disadvantaged maintaining at 4.7%.

Graduation Rate: SOUL’s DASS 1-year graduation rate for all students is 56.2%, Hispanic students is 58.3% and Socioeconomically Disadvantaged students is 56.6%

Suspension Rates: Suspension rates increased overall by 3.5%. Student groups with increases that moved into the red performance category include Hispanic students (+4.7%) and Socioeconomically Disadvantaged students (+3.4%), while African American (–0.6%) and homeless students (–4.9%) experienced decreases. Foster Youth remain a high-need group, with 18.2% suspended at least once. These patterns underscore a clear need for targeted behavioral supports and culturally responsive strategies, and SOUL is actively responding through expanded engagement opportunities and schoolwide efforts to strengthen relationships and promote a positive, inclusive school climate.

Lowest Performing Student Groups

The LCAP includes required actions to address the need for improvement related to Graduation Rates on the 2023 Dashboard:

Graduation Rates: All Students, Socioeconomically Disadvantaged and Hispanic Students (see Action 3.2)

Learning Recovery and Emergency Block Grant

SOUL does not have any unexpended LREGB funding.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The School of Unlimited Learning (SOUL) has been identified for Differentiated Assistance through the Fresno County Superintendent of Schools, based on performance outcomes that reflect disparities among specific student groups. This state-provided support, guided by the California Department of Education (CDE), offers customized, locally coordinated assistance designed to strengthen outcomes for schools serving students with complex needs.

SOUL’s eligibility for Differentiated Assistance based on outcomes for the following student groups:

-Socioeconomically Disadvantaged Students: Academic performance in English Language Arts and Mathematics, College and Career Readiness, Graduation Rate, and Suspension Rate.

-Hispanic Students: College and Career Readiness, Graduation Rate, and Suspension Rate.

In response, SOUL is actively engaging in focused improvement efforts tailored to the school's mission of serving a highly mobile, credit-deficient, and historically underserved student population. A key component of this work is the use of individualized instruction informed by NWEA benchmark assessments, which help identify each student's current skill level and guide instructional planning.

Students who score below grade level are supported through Imagine Learning MyPath, an adaptive learning platform that builds personalized learning paths targeting critical skills in literacy and math. The program provides real-time feedback on student engagement and progress, enabling teachers to offer targeted support and adjust instruction as needed.

This work represents SOUL's continued commitment to meeting students where they are, providing responsive, data-informed instruction, and ensuring that all learners—regardless of their academic history or life circumstances—have access to meaningful educational opportunities that support their growth, engagement, and long-term success.

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 (SOUL)

Support for Identified Schools

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

The School of Unlimited Learning (SOUL) serves a student population where the overwhelming majority enter severely credit deficient, with a history of truancy and academic skill levels significantly below grade level in English Language Arts and Math. Student and parent survey data have identified root causes of failure in previous educational settings, including lack of motivation, inadequate foundational instruction, insufficient academic intervention, and unresolved social-emotional challenges.

Further analysis shows that although SOUL has made recent gains in its overall graduation rate, progress is hindered by the number of 12th-grade students enrolling with extreme credit deficiencies. Many of these students are unable to complete their graduation requirements on time and are therefore classified as "non-completers." Credit recovery remains a critical focus of SOUL's improvement efforts for all seniors.

To meet the requirements for Comprehensive Support and Improvement (CSI), SOUL uses the School Plan for Student Achievement (SPSA) as its formal planning tool. The development, implementation, and monitoring of this plan is a collaborative effort involving school leaders, teachers, students, parents, and other educational partners.

SOUL staff receive ongoing professional learning to build understanding of CSI identification status, plan requirements, data literacy, and procedural best practices. A designated CSI Team/Leadership Team, composed of site leaders (principal, vice principal), academic counselor, career advisor, teacher representatives, and educational partners, was established to guide and support student performance improvement efforts.

This team facilitates data-informed decision-making and oversees the full cycle of inquiry, planning, implementation, and monitoring. Leaders across instructional teams collaborate with staff to determine evidence-based interventions, identify areas of need, align funding, and evaluate progress toward measurable goals.

To support this work, SOUL uses a structured SPSA planning tool that includes multiple elements such as:

- A comprehensive needs assessment aligned with California School Dashboard indicators
- Local graduation and College/Career Readiness data
- Internal metrics including NWEA scores, course grades (D/F rates), and student engagement trends

These data points inform root cause analyses and are used to identify areas of disproportionality and resource inequity (e.g., staffing, scheduling, access to interventions). Findings are integrated into the SPSA and monitored regularly through a customized progress monitoring tool.

SOUL utilizes the SPSA Supplemental and Support Resources Guide, which includes a menu of vetted, evidence-based strategies aligned to site needs. Site administrators consult with instructional coaches and, when needed, external support providers to ensure interventions are scalable and effective.

Throughout the process, school leaders and staff engage in ongoing professional learning, supported by leadership coaching and dedicated CSI planning sessions. Educational partner feedback is a critical component of the SPSA process; input from students, families, and staff is documented and used to refine actions and monitor progress. All expenditures and interventions are strategically aligned to the highest areas of need as identified through data.

This integrated approach ensures that the CSI planning process at SOUL is not only compliant with state requirements but also meaningfully supports the academic, social-emotional, and graduation outcomes for the school's high-need student population.

Monitoring and Evaluating Effectiveness

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

The School of Unlimited Learning (SOUL) continuously adjusts its programs in response to the needs and input of students, families, teachers, and staff. Monitoring and evaluation of the School Plan for Student Achievement (SPSA) and the Comprehensive Support and Improvement (CSI) plan occur through a combination of formal and informal structures.

Prior to the start of each academic year, teachers and staff engage in professional development and annual planning. Weekly staff meetings serve as a consistent venue for informal review of student progress, with discussions directly tied to the school's instructional goals. Parents are also engaged through regular ELAC meetings—where they review their student's individualized English Learner plans—and through school-wide parent meetings held every 4–6 weeks.

Key Components of SOUL's Monitoring and Evaluation Plan:

Student Progress Monitoring: Teachers and administrators use NWEA MAP assessment data to identify learning gaps, assign tailored interventions (e.g., through Imagine Learning MyPath), and track academic growth over time.

Credit Recovery & Academic Risk Tracking: The Guidance Counselor Coordinator and the Vice Principal collaborate with teachers and case managers identify students at risk of course failure and prescribe tutoring or credit recovery options.

Reporting and Accountability: All student performance data, including academic growth, attendance, engagement, and graduation progress—is compiled into an annual report shared with SOUL's Governing Council.

Parent Engagement: The principal hosts at least six parent meetings annually to discuss school progress, gather input, and share updates.

Data-Driven Support: Administration ensures access to professional development and data tools, including training in NWEA data analysis and EdTec's advanced data modeling tools.

SOUL collects and analyzes a range of data sources, including:

- NWEA growth data
- Attendance and engagement rates
- Restorative practice participation
- FAFSA completion
- Classroom walkthrough observations
- A–G and College/Career readiness indicators
- EL performance data and subgroup proficiency

Monthly CSI/Leadership Team Meetings serve as a central structure for implementation review. These meetings use the **Continuous Cycle of Improvement Process Tool**, which includes:

- Identification of a Problem of Practice
- Collaborative development of change strategies
- Data analysis and stakeholder input
- Evaluation and plan adjustment

Walkthroughs are conducted regularly to observe instructional practices such as checks for understanding, peer interaction, writing integration, and content-area reading. Bi-weekly progress monitoring meetings further support reflection and strategic adjustments.

The designated CSI lead, in partnership with the Vice Principal, oversees alignment of all site-level actions with SPSA and CSI goals. This includes ensuring the school has access to timely data, responsive coaching, and resources such as SEL training, data cycle facilitation, and PLC development.

If any SPSA goal fails to show evidence of progress, the CSI/Leadership Team revisits the plan in collaboration with educational partners, including students, staff, parents, ELAC members, and community stakeholders—to conduct root cause analysis, identify deficiencies, and revise goals accordingly.

This structured, inclusive approach ensures SOUL not only meets compliance requirements but continuously evolves its practices to support meaningful student and school improvement.

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Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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Educational Partner(s)	Process for Engagement
Principal	The Principal routinely and purposefully engaged educational partners throughout the year. Staff and families participated in regularly scheduled meetings, and Board meetings were held consistently across the school year. Input was also gathered through surveys administered to students, families, and staff, with the highest participation and most comprehensive responses collected in March 2025. These multiple engagement pathways ensured inclusive and representative input from across the school community.
Teachers	Teachers and staff provided feedback throughout the school year during regularly scheduled meetings, professional development sessions, and through ongoing day-to-day interactions. Additional input was gathered through surveys, parent meetings, face-to-face conversations, and phone calls. The March 2025 survey cycle yielded the highest participation and most comprehensive responses. These multiple engagement methods ensured broad and inclusive representation of voices across the school community.
Support Staff	Staff supported the engagement process by attending meetings, assisting with survey distribution, and collaborating across roles to ensure broad input. Surveys administered to students, families, and staff—particularly in March 2025—produced the highest participation and most comprehensive responses. These multiple engagement pathways ensured inclusive and representative feedback from the entire school community.
Parents and ELAC Meetings	Monthly parent meetings throughout the year provided consistent opportunities for feedback and helped inform the development of the LCAP in the spring. The March 20, 2025, meeting—which included both parents and students—was the most well-attended and generated the most comprehensive input. The LCAP was also formally presented to families and the English Learner Advisory Committee (ELAC) in March and May 2025. Additional input was collected through surveys to ensure multiple avenues for engagement. Key meetings were held on August 14, September 20, October 16, November 20, December 13, February 13, March 20, and May 9. These sessions offered families regular opportunities to share feedback on student needs, school climate, academic progress, and support services.
Governance Council	Educational partner input was gathered during Governing Council meetings held throughout the year on September 10, October 8, December 4, February 11, March 11, April 8, and May 6, where draft actions were reviewed and discussed publicly. Additionally, feedback was collected during targeted community engagement events, including the Fresno City College Senior Meeting (September 20, 2024), First Presbyterian Church partnership event (December 13, 2024), and Fresno State's Bulldog Bound event (February 13, 2025)—each involving students, families, staff, and community partners.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of SOUL's LCAP was meaningfully shaped by ongoing feedback from educational partners, including students, families, teachers, and staff. Throughout the year, input was gathered through a variety of engagement methods and used to identify student needs, assess program effectiveness,

and highlight opportunities for improvement. This feedback directly informed the refinement of goals and led to the revision of actions across all areas of the plan.

As a result, each goal includes updated and more targeted actions designed to better support student achievement, engagement, and well-being. These revisions reflect SOUL's commitment to responsive planning, ensuring that the LCAP aligns with the priorities of the school community and addresses the evolving needs of all learners.

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Goals and Actions

Goal 1

Goal #	Description	Type of Goal
Goal 1	All students will demonstrate growth towards grade level in Reading and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

The goal was developed in response to the identified data and input from educational partners. Our analysis of the California School Dashboard and NWEA growth reports indicate a need to support reading and math skills.

- In 2023, 11th grade ELA performance on Smarter Balance was 34.62% met or exceeded standard
- In 2023, 11th grade Math performance on Smarter Balance was 0% met or exceeded standard and 11.54% standard nearly met
- In 2023, 11th grade ELA performance on Smarter Balance was 53.9 below standard but increased by 57.9 points
- In 2023, 11th grade Math performance on Smarter Balance was 187.4 points below standard but increased by 53.9 points

Our local assessment, NWEA, reaffirms the need to support all students with reading and math skills.

- From 2022-2023, 43% of students achieved RIT score growth from pretest to post-test in Language (Reading)
- From 2022-2023, 57% of students achieved RIT score growth from pretest to post-test in Math

The school plans to improve growth in reading and math by:

- Annual report to School Governing Council will include all student performance
- Guidance Counselor Coordinator and Vice Principal will work with teachers to identify students at risk of failing a class and prescribe individual tutoring.
- Principal will hold six parent meetings to discuss student progress and other school related issues and gain input from parents and Educational Partners have identified a need for:
 - Increased collaboration time for teachers
 - Expanded learning opportunities for students
 - Access to reading materials
 - Supportive learning environments
 - Weekly teacher meetings, or as needed, to discuss student progress and instructional strategies
 - ELD training

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students achieved RIT score growth from pretest to post-test in Reading <i>Data Source: NWEA MAP Growth Reports</i>	A. 43% of All B. 45% of 9 th grade C. 41% of 10 th grade D. 44% of 11 th grade E. 44% of 12 th grade	A. 58% of ALL B. 71% of 9th grade C. 41% of 10th grade D. 65% of 11th grade E. 59% of 12th grade		A. 55% of All B. 55% of 9 th grade C. 55% of 10 th grade D. 55% of 11 th grade E. 55% of 12 th grade	A. 15% of All B. 38% of 9 th grade C. 0% of 10 th grade D. 21% of 11 th grade E. 15% of 12 th grade
1.2	Percentage of students achieved RIT score growth from pretest to post-test in Math <i>Data Source: NWEA MAP Growth Reports</i>	A. 57% of All B. 50% of 9 th grade C. 65% of 10 th grade D. 50% of 11 th grade E. 59% of 12 th grade	A. 74% of ALL B. 56% of 9th grade C. 61% of 10th grade D. 79% of 11th grade E. 78% of 12th grade		A. 65% of All B. 60% of 9 th C. 70% of 10 th D. 60% of 11 th E. 65% of 12 th	A. +17% of ALL B. +6% of 9th grade C. -4% of 10th grade D.+29% of 11th grade E.+52% of 12th grade
1.3	Points Below Standard in ELA <i>Data Source: CA Dashboard</i>	A. 53.9 Points All B. 49.8 Points LI Source: 2023 CA Dashboard	A. -73.4 Points All B. -74.9 Points LI Source: 2024 CA Dashboard		A. 45 Points All B. 40 Points LI	A. -19.6 Points All B. -25.1 Points LI
1.4	Points Below Standard in Math <i>Data Source: CA Dashboard 2023</i>	A. 187.4 Points All B. 186.7 Points LI	A. -200.6 Points All B. -202.7 Points LI		A. 170 Points All B. 170 Points LI	A. -13.1 Points All B. -16 Points LI

1.5	% of EL's Improving on the ELPAC (EPLI) <i>Data Source: CA Dashboard</i>	25% Making Progress Towards English Language Proficiency 2024	N/A		35% Making Progress Towards English Language Proficiency	N/A
1.6	EL Reclassification Rate <i>Data Source: Summative ELPAC Results</i>	2024 0%	N/A		5%	N/A
1.7	% of teachers properly credentialed & assigned <i>Data Source: 2022-23 TAMO</i>	Total FTE: 11 Clear: 67.7% Out of Field: 21.7% Intern: 0.0% Ineffective: 9.1% Incomplete: 1.5%	N/A		Clear: 85% Out of Field: 10% Intern: 0.0% Ineffective: 5% Incomplete: 0%	N/A
1.8	% of students with access to their own copies of standards-aligned instructional materials	100% 2024-2025	N/A		100%	N/A
1.9	School Facilities Condition	Good 2024-2025	N/A		Good	N/A

Goal Analysis for LCAP 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

SOUL made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year.

Successful Implementation:

Action 1.1 Expanded Class Appointments by providing support for Reading and Math. Through individualized growth goals via Imagine Learning, students were excited to see their growth scores and are demonstrating a year's worth of growth. Many teachers have voluntarily extended their own time after school to refine instructional practices, particularly to better serve English Learners

Action 1.2 Collaboration for Improved Instruction. Increased dedicated time for teachers to monitor and support student performance in ELA and math. Additionally, many teachers have voluntarily extended their own time after school to refine instructional practices, particularly to better serve English Learners.

Implementation Challenges:

Action 1.1 Expanded Class Appointments by providing support for Reading and Math. While SOUL has expanded learning opportunities in Reading and Math through individualized growth goals via Imagine Learning MyPath, challenges remain as not all students consistently attend intervention support. Additionally, teachers are tasked with observing, planning, designing, and evaluating instruction to meet diverse academic needs, which requires ongoing time and support.

Action 1.2 Collaboration for Improved Instruction. A significant challenge in implementing Action 1.2 (Collaboration for Improved Instruction) has been the high number of students enrolling with severe learning loss and credit deficiencies, which increases the need for intensive intervention. Although SOUL has expanded dedicated time for teachers to monitor and support student performance in ELA and math, addressing such varied and urgent academic needs require sustained collaboration and instructional adjustment

Action 1.3 Professional Development (PD) and coaching to support English Language Development (ELD). A key challenge has been the need for teachers to receive refresher professional development on MyPath to effectively utilize its tools. In response to data and feedback, SOUL will provide ongoing PD and coaching focused on ELD strategies to strengthen instructional support for English Learners

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

SOUL experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

Action 1.1 Expanded Class Appointments by providing support for Reading and Math was budgeted at \$42,245, with an estimated actual of \$57,435 due to the increased need for intensive intervention as a result of students enrolling with severe learning loss and credit deficiencies. The expanded instructional time, combined with teachers voluntarily extending support, particularly in ELA and math, contributed to the higher cost.

Action 1.2 Collaboration for Improved Instruction was budgeted at \$218,231 but the estimated actual was \$157,600 due to the inability to hire an additional credentialed teacher as planned. Specifically, SOUL was unable to fill the position for a credentialed Music teacher, resulting in lower-than-anticipated expenditures.

Percentage of Improved Services Differences:

All expenditures for Professional Development (PD) and coaching to support English Language Development (ELD) were expensed and contributed to increased or improved services for unduplicated students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Actions 1.1 (Expanded Class Appointments for Reading and Math) and 1.2 (Collaboration for Improved Instruction) proved effective, as SOUL students demonstrated strong academic progress. The percentage of students achieving RIT score growth from pretest to post-test in both subjects showed double-digit gains across all grade levels except 10th, reflecting the impact of targeted instruction, individualized support, and increased teacher collaboration. However, in analyzing the 2023 Dashboard to the 2024 Dashboard, students declined significantly in ELA and Math. Therefore, the actions have been revised in Prompt 4.

Action 1.3 Professional Development (PD) and coaching to support English Language Development (ELD). Action 1.3, which aimed to provide professional development and coaching to support ELD strategies, did not achieve the desired outcomes due to challenges in scheduling. In response to data and feedback, this action has been revised in Prompt 4 to ensure more consistent implementation and accessibility for teachers and administrators.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Metrics Modifications:

Added: % of EL's Improving on the ELPAC (EPLI) to measure ELPI progress per required metrics

Added: EL Reclassification Rate to measure EL reclassification rate per required metrics

Added: % of teachers properly credentialed & assigned per required metrics

Added: % of students with access to their own copies of standards-aligned instructional materials per required metrics

Action Modifications:

Revise Action 1.1: "Intervention Supports" to include: dedicated math intervention class; reteach Saturday schools' sessions; MyPath accessibility; support for teachers in instructional strategies.

Revise Action 1.2: "Technology Supports" for accessibility at home by purchasing laptops, hotspots and ensure EL and SWD students.

Revise Action 1.3 for improved outcomes for English Learners with targeted PD, Ongoing training for faculty and PD for staff

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

DRAFT

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Supports	<p>To accelerate academic growth, students will receive targeted intervention in reading and math through personalized learning plans and dedicated instructional support.</p> <ul style="list-style-type: none"> • Utilize Imagine Learning MyPath to create individualized reading and math intervention plans based on student growth goals • Monitor and adjust learning paths regularly to ensure student progress • Provide a dedicated math intervention class focused on foundational skills and concepts needing growth • Implement Saturday School sessions for reteaching and reinforcing key content • Ensure MyPath is accessible both in-seat and at home for flexible, consistent support <p>Support teachers in observing progress, designing responsive curriculum, and evaluating instructional strategies for ongoing improvement</p>	\$223,145	N
1.2	Technology Supports	<p>To ensure equitable access to learning at home—especially for English Learners and Students with Disabilities—the school will provide essential technology tools and support.</p> <ul style="list-style-type: none"> • Purchase laptops and devices for students to support digital access to curriculum • Provide internet hotspots for students without reliable home connectivity • Include device insurance to protect school-issued technology and minimize learning disruptions <p>Prioritize distribution to English Learners and students receiving Special Education services to close the digital divide</p>	\$124,320	N
1.3	Professional Development (PD) and Coaching to support English Language Development (ELD)	<p>To improve outcomes for English Learners, the school will implement a comprehensive professional development and coaching plan focused on effective ELD strategies.</p> <ul style="list-style-type: none"> • Implement targeted professional development and coaching to enhance ELD instruction based on data and educational partner feedback 	\$115,000	Y

		<ul style="list-style-type: none"> • Provide ongoing training for teachers and administrators in research-verified instructional strategies for English Learners • Utilize a dedicated Tuesday and Thursday ELD instruction block to apply learned strategies and support language development • Partner with professional development coaches to: <ul style="list-style-type: none"> ○ Offer professional development and coaching for educators ○ Provide additional academic support opportunities for students <p>Foster a collaborative and consistent instructional approach to meet the needs of English Learner through the implementation of an ELD block</p>		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 2	School will provide engagement opportunities for students and Educational Partners (parents, students, staff, community members, and organizations) and promote a positive school climate to encourage student success.	Broad

State Priorities addressed by this goal.

Priorities 3: Parent Involvement
Priorities 5: Pupil Engagement
Priorities 6: School Climate

An explanation of why the LEA has developed this goal.

By providing safe and engaging activities, we believe the school can enhance student and educational partner engagement which leads to a positive school climate. Thus, increasing daily attendance and community involvement. Local Indicator Metric of Priority 3-Parent Involvement, State Indicator Metric of priority 5-Pupil Engagement and Local Indicator Metric of Priority 6- School Climate will be used to support the 4 Actions that we plan to accomplish during the school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Create welcoming environment for educational partners <i>Data Source: Internal Parent Survey</i>	86.5% Parents reported finding every staff member to be kind and courteous 98.8% Parents reported they feel their student is safe at SOUL.	97% of Parents felt respected by staff and feel comfortable approaching school administration with concerns. 95% of Parents stated their child's school environment was safe		95% Parents reported finding every staff member to be kind and courteous 100% Parents reported they feel their student is safe at SOUL.	10.5% of Parents felt respected by staff and feel comfortable approaching school administration with concerns. -3.8% of Parents stated their child's school environment was safe
2.2	Increase the amount of time students spend on campus <i>Data Source: Internal Attendance</i>	86.5% of the Independent Study students spent multiple days on campus	87% of the Independent Study students spent multiple days on campus		95% of the Independent Study students spent multiple days on campus	.5% of the Independent Study students spent multiple days on campus
2.3	Create meaningful student participation and feel safe on campus <i>Data Source: Internal Student Survey</i>	97.3% of students indicated they feel safe on campus	81% of students reported feeling safe from harm		100% of students indicated they feel safe on campus	-16.3% of students indicated they feel safe on campus
2.4	Attendance Rate <i>Data Source: Internal Attendance Reports</i>	P-2: 2024-2025 Total 181.26 ADA	N/A		185 ADA total on P-2	N/A

2.5	Graduation Rate <i>Data Source: 2024 CA Dashboard</i>	59%	N/A		65%	N/A
2.6	HS Dropout Rate <i>Data Source: School Accountability Report Card (SARC)</i>	2023-24 20.3%	N/A		<15%	N/A
2.7	Suspension Rate Expulsion Rate <i>Data Source: CA Dashboard 2023-24</i>	Suspension: 6.2% Expulsion: 0%	N/A		Suspension: <4% Expulsion: <1%	N/A

Goal Analysis for LCAP 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

SOUL made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year.

Successful Implementation:

Action 2.1 Parent Meetings. SOUL’s efforts to provide regular parent meetings and maintain consistent communication have proven successful, as reflected in strong survey participation and highly positive parent feedback regarding school activities, staff communication, and overall engagement.

Action 2.2 Community Engagement Opportunities for Students. SOUL’s commitment to providing students with opportunities to engage with the broader community has been a success, particularly through field trips to colleges, which have helped students envision postsecondary pathways and see college as a real and attainable option.

Implementation Challenges

Action 2.1 Parent Meetings faced challenges due to limited space available to conduct meetings, which impacted the ability to host larger gatherings and maximize parent participation.

Action 2.2 Community Engagement Opportunities for Students has been well received. The school’s art class has become so popular that enrollment had to be limited due to space constraints, highlighting strong student interest and the need for expanded creative offerings.

Action 2.3 Communication. SOUL staff identified ParentSquare as the primary communication platform and have been actively training and preparing for its successful launch in 2025. This initiative reflects a schoolwide commitment to strengthening home-school connections through consistent, accessible, and centralized communication.

Action 2.4 Educational Partner Feedback. Providing opportunities for input and feedback from all educational partners on the school's program, safety, and culture faced implementation challenges, particularly in identifying ideal meeting times to maximize parent attendance and engagement.

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

SOUL experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

Action 2.2 Community Engagement Opportunities for Students budgeted \$99,193 vs. the Estimated Actual of \$52,436. The variance is due to delays in launching the new CTE internship program, which is still pending legal approval of the work-study contract. Additionally, several scheduled field trips ended up being less costly than anticipated.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

Actions 2.1 and 2.3, Community Engagement Opportunities for Students, have been effective in fostering strong educational partnerships and strengthening student engagement. SOUL's efforts to provide regular parent meetings and maintain consistent communication have been successful, as reflected in strong survey participation and highly positive parent feedback regarding school activities, staff communication, and overall engagement. Notably, 97% of parents reported feeling respected by staff and comfortable approaching school administration with concerns, and 95% stated that their child's school environment felt safe. However, these actions have since been improved, strengthened, and combined into a revised approach, as detailed in Prompt 4.

Action 2.2, Community Engagement Opportunities for Students, have been effective in strengthening student connection and sense of belonging. Data indicates that 87% of Independent Study students spent multiple days on campus, and 81% reported feeling safe from harm. Additionally, field trips to colleges have broadened students' exposure to postsecondary opportunities, helping them see college as both real and attainable. However, this action is modified in prompt 4 to include more robust offerings to engage students and encourage student leadership opportunities.

Action 2.4, Educational Partner Feedback, has been effective in creating a welcoming and inclusive environment for families. Survey results show that 97% of parents feel respected by staff and comfortable approaching school administration with concerns, and 95% report that their child's school environment feels safe. These responses demonstrate meaningful progress toward fostering strong partnerships and a positive school culture. To further enhance student success, this action has been modified in Prompt 4 to include more specific strategies aimed at strengthening community engagement and involvement.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Metrics Modifications:

Added: Attendance Rate

Added: Graduation Rate

Added: HS Dropout Rate

Added: Suspension Rate and Expulsion Rate

Action Modifications:

Merged Action 2.1 Parent Meetings and Action 2.3 Communication to a Revised Action 2.1: “Increased Parent Supports and Communications” to strengthen school-home partnerships through meetings, school activities, events to ensure families can navigate school communication systems and ensure communications are predictable and consistent.

Revised Action 2.2: “Community Engagement Opportunities for Students” to include more field trips experiences, guest speakers and admin town halls, homeroom competitions, honor roll awards and assemblies, art showcases, and blood drives to encourage student leadership contributions

Revise Action 2.3: “Educational Partner Feedback” to include electronic climate surveys to gather feedback from families, students and staff to inform school wide decisions

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increased Parent Supports and Communications	<p>To strengthen school-home partnerships, the school will offer regular parent meetings and support sessions to ensure families are informed, engaged, and empowered.</p> <ul style="list-style-type: none"> • Provide ongoing parent meetings to share updates on school activities, events, and student learning • Maintain consistent communication with families through multiple platforms to ensure accessibility • Conduct Parent Support meetings to help families navigate school communication systems and digital tools <p>Foster a welcoming environment where parents can ask questions, provide input, and build community connections</p>	\$20,000	N
2.2	Community Engagement Opportunities for Students	<p>To foster student connection, leadership, and meaningful community involvement, the school will provide opportunities for students to engage with the greater community through educational, creative, and service-based experiences.</p> <ul style="list-style-type: none"> • Offer educational and service-related field experiences that connect students to the wider community • Host guest speakers and Admin Town Halls to promote civic awareness and student voice • Facilitate homeroom attendance competitions during 3rd period to encourage engagement and community-building • Celebrate student success through Honor Roll Awards Assemblies and school-wide recognitions • Showcase student creativity through events like the Art Showcase and expanded art class offerings <p>Encourage student leadership and contribution through events like the Blood Drive and public speaking engagements</p>	\$15,000	N

2.3	Educational Partner Feedback	<p>To enhance student success and strengthen our school community, the school will provide meaningful opportunities for all Educational Partners to offer input and feedback on programs, safety, and culture.</p> <ul style="list-style-type: none"> • Distribute electronic climate surveys to gather feedback from families, students, and staff • Use survey results to inform schoolwide decisions and continuous improvement efforts • Create ongoing channels for communication and engagement with Educational Partners <p>Foster a collaborative school environment where all voices are valued and contribute to positive change</p>	\$12,000	N
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Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 3	SOUL students will have access to develop skills and knowledge necessary to be responsible and productive citizens post-graduation.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement
Priority 5: School Engagement
Priority 7: Course Access

An explanation of why the LEA has developed this goal.

SOUL needs to improve access opportunities beyond high school. SOUL will collect, analyze, and evaluate student participation on an annual basis and make recommendations to increase engagement in career classes and/or hybrid classes.

- Incorporate career and technical education programs into the curriculum to give students experience in various fields
- Provide resources for resume building, employment applications, career exploration opportunities, and interview skills
- Assist students in developing a post-graduation plan to enter the workforce and/or pursue further education or training

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Measuring and Reporting Results

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Expansion of CTE courses <i>Data Sources: Internal Course Catalog and Internal School Pathways</i>	Began offering Edgenuity CTE courses in the Fall of 2023, 20 students enrolled in various CTE courses	Expanding CTE to 2 classes with more courses (edgenuity), 43 students enrolled in various CTE courses		CTE courses will expand to a total of 5 classes with 60 students participating.	Expanded CTE Classes and increased students enrolled +23 students
3.2	Student Participation in Hybrid classes, classes taught in conjunction with student's regular schedule <i>Data Source: Internal School Pathways</i>	Fall-Spring 2023-2024 37% of all students participated in Hybrid courses	Fall-Spring 2024-2025 52% of all students participated in Hybrid courses		50% of all students participated in Hybrid courses	Increased all students participated in Hybrid courses by 15% for a total of 52%
3.3	Increase Career Training Opportunities	With help from Assigned Staff and/or Case Managers, students will create post- secondary plan	STEP program was successful this fall– 7 students graduated program with internships in the community and 8 through workforce in the Spring for a total of 15		100% of students will create a post-secondary plan. Seniors will perform exit interviews upon completion of graduation requirements.	Increased participation in workforce connection by 15
3.4	% of graduates completing A-G requirements <i>Data Source: CA Dashboard 2023-24</i>	0%	N/A		10%	N/A

3.5	% of graduates prepared for college/career <i>Data Source: CA Dashboard 2023-24</i>	4.6% Prepared	N/A		12% Prepared	N/A
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Goal Analysis for LCAP 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

SOUL made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year.

Successful Implementation:

Action 3.1, Develop Post-Secondary Plan, was successfully implemented with strong support from case managers and assigned staff.

Implementation Challenges

Action 3.1, Develop Post-Secondary Plan, has encountered challenges due to delays in finalizing the dual enrollment partnership with Fresno City College (FCC), which has slowed the expansion of college-level learning opportunities for students.

Action 3.2, Flexibility in Scheduling, aims to increase student attendance and engagement by offering more adaptable class schedules. While the initiative has shown promise, implementation has been challenged by delays in renovating the newly acquired adjacent building, which has limited the immediate expansion of flexible learning spaces.

Action 3.3, Expansion of CTE Courses, has been successful in increasing student engagement and career preparedness. However, implementation has faced challenges due to the absence of CTE credentialed staff on campus, limiting the ability to fully expand hands-on course offerings and industry-aligned instruction.

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

SOUL experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

Action 3.3, Communication, was budgeted at \$125,841 with an estimated actual of \$90,450. The variance is due to delays in launching ParentSquare, which is now set to begin in May following final contract approval. Additionally, the cancellation of SimpleText and the decision to produce event flyers in-house rather than through the communications department contributed to the reduced expenditures.

Percentage of Improved Services Differences:

There are no differences in expenditures for increased or improved services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

Action 3.1, Development of Post-Secondary Plans, has been effectively implemented with strong support from assigned staff and case managers. As a result, 176 students created California Community College accounts, and a growing number of students have successfully enrolled in college this year, reflecting SOUL's commitment to preparing students for life beyond high school. Due to analysis of metrics and outcomes, this action is revised in prompt 4 to increase specificity and detailed strategies to ensure students have support in preparing for life after high school.

Action 3.2, Flexibility in Scheduling, has been effective in increasing student attendance and engagement by offering adaptable class schedules. However, full implementation has been limited by space constraints, as renovations to the newly acquired adjacent building are taking longer than expected. Due to analysis of metrics and outcomes, a more detailed and robust approach to increase student attendance, engagement and academic achievement is modified as described in prompt 4.

Action 3.3, Expansion of CTE Courses, has been successful in increasing student engagement and career preparedness. This is evidenced by a rise in workforce participation, with 15 students actively involved in workforce connection opportunities, reflecting strong implementation and growing interest in real-world, career-aligned learning experiences. Due to analysis of metrics and outcomes, this action is revised in prompt 4 to expand CTE offerings to increase student engagement and career preparedness.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Metrics Modifications:

Added: % of graduates completing A-G requirements

Added: % of graduates prepared for college/career

Action Modifications:

Revise Action 3.1: "Develop Post-Secondary Plan" by including FAFSA support, field trips to universities and colleges, graduation incentives and annual Career Fair

Revise Action 3.2: "Flexibility in Scheduling" to expand access to college level learning by dual enrollment partnership with FCC, hire 1-3 tutors to assist and monitor progress and provide targeted support for students to manage college level coursework

Revise Action 3.3: "Expansion of CTE courses" by paid internships within EOC, increase variety of CTE offerings and hands on instruction

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

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Action #	Title	Description	Total Funds	Contributing
3.1	Develop post-secondary plan	<p>To support students in preparing for life after high school, all students will work with assigned staff and/or case managers to develop individualized post-secondary plans focused on college, career, or vocational pathways.</p> <ul style="list-style-type: none"> • Provide one-on-one support to guide students through the creation of their post-secondary plans • Increase access to college through FAFSA application support and related incentives • Organize field trips to colleges and universities to expose students to a range of post-secondary options • Offer graduation incentives to motivate students to stay on track and complete high school <p>Host an annual Career Fair to connect students with professionals and explore a variety of career pathways</p>	\$70,352	Y
3.2	Flexibility in Scheduling	<p>To increase student attendance, engagement, and academic achievement, SOUL will provide greater flexibility in class scheduling and expand access to college-level learning opportunities. This action supports the 2023 Red Dashboard indicator for the Graduation Rates for all students, Socioeconomically Disadvantaged and Hispanic students.</p> <ul style="list-style-type: none"> • Implement a flexible class schedule to better meet the diverse needs of students • Continue the High School Enrichment dual enrollment program in partnership with Fresno City College (FCC) • Hire 1–3 tutors to assist and monitor student progress in dual enrollment and high school enrichment courses • Provide targeted support to ensure students are successful in managing college-level coursework alongside high school requirements 	\$87,369	Y

3.3	Expansion of CTE courses	<p>To increase student engagement and career preparedness, SOUL will expand its Career and Technical Education (CTE) offerings to provide students with meaningful, hands-on learning experiences aligned to future career pathways.</p> <ul style="list-style-type: none"> • Offer paid internships within the EOC for students who have completed CTE coursework • Increase the number and variety of CTE class offerings to better match student interests and local workforce needs <p>Purchase adjacent building to expand classroom space to create additional space for specialized CTE labs and hands-on instruction</p>	\$ 210,000	N
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Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$992,661	\$125,543

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.685%	0%	0%	36.685%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3	Our English Language Learner (ELs) student population is increasing, many of whom require targeted academic and language development support to succeed in a rigorous high school environment. These students often enter the school with varying levels of English proficiency and may face additional academic challenges due to interrupted or inconsistent schooling experiences.	Individualized academic support to all EL students through their assigned teachers. This support is informed by multiple data sources, including ELPAC assessment results, classroom performance, and teacher observations. Instruction is differentiated to address each student's unique needs in reading, writing, speaking, and listening, ensuring they have access to grade-level content while building English language proficiency.	To monitor the effectiveness of these supports, SOUL regularly reviews case plans for each EL student, tracks progress on the ELPAC and evaluates the school's reclassification rate as key indicators of student growth and program impact. Teachers and support staff collaborate closely to adjust strategies based on ongoing formative assessment and language development data.
Goal 3 Action 1 and Action 2	At SOUL, over 94% of students are identified as low-income, and many experience a history of poor academic performance due to factors such as inconsistent attendance, trauma, and a lack of access to basic resources. Within this population, foster and homeless youth face particularly acute challenges—ranging from unstable housing to emotional disconnection—which can create serious barriers to learning and school engagement.	<p>To address these needs, our low-income students are assigned a dedicated mentor or case manager who provides ongoing support and builds a stable, positive relationship outside of the student's current living situation. These case managers monitor the student's progress, assess their living conditions regularly, and help coordinate access to essential services such as food distributions, emergency shelters, community-based referrals, and mentoring.</p> <p>In addition to wraparound services, SOUL provides flexible scheduling, individualized or small-group instruction, academic tutoring, case management, and postsecondary preparation tailored to each student's needs. While these interventions are principally directed toward foster and homeless youth, many are offered schoolwide in recognition of the overlapping needs within the broader student body.</p>	<p>We will monitor progress through the review of student case plans, attendance and engagement data, academic progress reports and post-secondary planning outcomes.</p> <p>Case managers document ongoing student check-ins and support services provided, and the school collects feedback from students and educational partners to further refine and improve support strategies.</p>

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

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

School of Unlimited Learning (SOUL) is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on to increase the number of staff providing direct services to students through the following actions

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes

between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: [*EC* Section 52060\(g\)](#) and [*EC* Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [*EC* Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG

funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of

\$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA -wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO -P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

DRAFT



BOARD OF COMMISSIONERS MEETING

Date: May 19, 2025	Program: School of Unlimited Learning
Agenda Item #: 9	Director: Dion Varnado, Ed.D.
Subject: Local Indicator Self Reflection Tool 2024	Officer: Jack Lazzarini

Recommended Action

The School of Unlimited Learning (SOUL) Governing Council Committee recommends approval of Local Indicator Self Reflection Tool 2024

Background

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

Fiscal Impact

Action on this agenda item will have no fiscal impact.

School of Unlimited Learning Local Indicator Self Reflection Tool 2024

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	11.0	67.7%	Below
County	10,052.64	82.9%	Below
Statewide	277,698.04	83.2%	n/a

Optional Narrative: School of Unlimited Learning received the Dashboard Alternative School Status (DASS) in 2018 in recognition of the unique student population we serve. Further, more than 70% of SOUL students arrived at our school severely credit deficient. It's not unusual for a student to enroll in their fourth year of high school with credits only through ninth grade. Additionally, our student population tends to be highly transient, with 37% of students in the 2022-23 school year having changed schools three or more times since 9th grade. This trend has increased markedly since the last self-study, in part because of student disengagement in learning.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cde=10621661030642&year=2022-23>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

Additional Comments

SOUL serves ALL students in a historical building that is safe and clean. Students are taught by highly qualified teachers and every student is provided curriculum aligned instructional materials.

Implementation of State Academic Standards (LCFF Priority 2)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. **Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Implementation of Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts				X	
World Language				X	

Engagement for School Leadership

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Additional Comments

SOUL has chosen multiple measures to track the progress of our students. We use the CAASPP tests, Science, ELA and Math as well as NWEA benchmark scores. These assessments provide significant summative data that tells us how our students are performing compared to students in other schools. The use of NWEA as our internal benchmark helps us track individual student progress through our math and reading curriculum to ensure our school has a successful articulated curriculum. With the Next Generation Science Standards, our school expects students to take and complete three different (A-G approved) science courses. We also ensure Social Science, Visual and Performing Arts and World Language competency by requiring students to pass three years of A-G approved social science, one year of A-G approved Visual and Performing Class and two years of a language other than English. Lastly, SOUL uses State PFT scores of freshmen.

Parental and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

Based on the analysis of educational partner input and local data, the School of Unlimited Learning's (SOUL) current strengths in building relationships between school staff and families include frequent, purposeful engagement and strong communication practices. Educational Partner engagement occurred routinely throughout the year, with meaningful input collected from administrators, teachers, Governing Council members (parents, community members, and staff), students, and classified support personnel. This feedback was considered carefully in the development of the LCAP.

Feedback from the March 2025 Youth Truth survey highlights SOUL's strong performance in building respectful and supportive relationships compared to typical schools across California.

Highlights include:

- 97% of families agreed that teachers treat families with respect (compared to 81% at typical California schools).
- 95% of families agreed that families and teachers care about each other (72% typical CA schools).
- 94% agreed that teachers and students care about each other (73% typical CA schools).
- 97% of families felt comfortable approaching the school administration about concerns (78% typical CA schools).
- 96% agreed that school administrators treat families with respect (80% typical CA schools).
- 97% felt comfortable approaching teachers about their child's progress (82% typical CA schools).

These results demonstrate that SOUL exceeds typical California school ratings across all measured categories, indicating a school culture where families feel respected, valued, and supported.

Ongoing collaboration is further reinforced through regular staff meetings, advising sessions, and frequent communication between students, parents, teachers, and special education staff. Input from the LCAP Focus Group and other educational partner meetings continues to inform schoolwide improvement efforts, ensuring that building strong, trusting relationships remains a top priority.

While SOUL scored highest in areas such as "Teachers and students care about each other," continuous improvement efforts will also focus on sustaining and enhancing respectful family engagement across all interactions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, the School of Unlimited Learning (SOUL) has identified a focus on deepening community engagement and strengthening school climate through enhanced relationship-building activities between school staff and families.

While survey feedback from the March 2025 Youth Truth survey indicated that SOUL outperforms typical California schools in areas such as respect, care, and communication, the data also highlights the importance of continued focus on maintaining and improving these relationships. For example, although 97% of families reported that *teachers treat families with respect* (compared to 81% at typical California schools), SOUL recognizes the importance of sustaining and further enhancing this connection across all staff and family interactions.

In response, SOUL will prioritize creating additional safe, welcoming, and engaging activities for students and families to foster deeper trust, encourage consistent daily attendance, and build a stronger sense of school community. Strengthening these relationships is expected to positively impact student engagement, family involvement, and overall school climate.

To measure and guide progress, SOUL will use the following metrics:

- Priority 3 – Parent Involvement (Local Indicator): Tracking family participation and satisfaction with school events and engagement opportunities.
- Priority 5 – Pupil Engagement (State Indicator): Monitoring improvements in student attendance and engagement levels.
- Priority 6 – School Climate (Local Indicator): Utilizing climate surveys and other feedback tools to assess improvements in the perception of respect, safety, and connectedness.

These efforts are supported by four targeted Actions planned for the upcoming school year, each designed to foster a more inclusive, responsive, and community-centered school environment. By intentionally focusing on relationship-building through both academic and non-academic activities, SOUL aims to sustain its strong foundation and address areas for continued growth identified through educational partner feedback.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, the School of Unlimited Learning (SOUL) is committed to further strengthening the engagement of underrepresented families by expanding outreach, communication, and support structures.

SOUL has aligned its resources to provide supplemental instruction and wraparound services in direct response to educational partner feedback. Our multi-tiered system of support (MTSS) ensures that all students are universally screened upon enrollment or at the start of each school year, with increasing levels of targeted support provided as needed. Designated support staff work closely with teachers to develop individualized plans addressing students' academic, behavioral, social, and emotional needs, with family collaboration as a central focus.

Encouragingly, SOUL experienced its highest levels of parent attendance at meetings, survey participation, and LCAP engagement in several years during the 2024–25 school year. This growth reflects the school's intentional efforts to make engagement more accessible, supportive, and meaningful for all families, including those historically underrepresented.

To continue building on this momentum and address identified needs, SOUL revised its LCAP actions to include **"Increased Parent Supports and Communications."** This action focuses on:

- Strengthening school-home partnerships through more frequent and accessible meetings, activities, and events.
- Conducting **Parent Meetings** to help families navigate school communication systems and increase their ability to engage confidently with school information and staff.
- Ensuring that all communications are predictable, consistent, and accessible to all families, including providing bilingual support.
- Offering flexible meeting times, including evening, weekend, and virtual options, to accommodate diverse family schedules.
- Expanding personal outreach through direct calls, texts, and personal invitations to families.
- Continuing staff development in culturally responsive communication to foster an inclusive and welcoming school environment.

By intentionally addressing barriers and expanding successful strategies, SOUL is committed to ensuring that all families—especially those traditionally underrepresented—are fully included as valued partners in their child's education and the broader school community

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Required Building Partnerships (Dashboard Narrative Boxes)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The School of Unlimited Learning (SOUL) demonstrates strong communication practices that support student outcomes, as reflected in the March 2025 Youth Truth survey results. Survey data showed that 89% of families feel informed about what their child should learn (compared to 63% at typical California schools), 91% receive regular feedback about their child's progress (compared to 66%), and 92% believe teachers clearly communicate expectations for student success (compared to 63%). These results highlight SOUL's success in fostering strong family-school partnerships to support learning.

Building on this foundation, SOUL is expanding efforts to strengthen post-secondary preparation. The school will conduct annual evaluations of student participation in career and hybrid classes to guide program improvements and increase engagement. Access to career and technical education (CTE) pathways will be expanded to expose students to a variety of professional fields. Additionally, SOUL will provide resources for resume building, job

applications, career exploration, and interview preparation. Staff will work closely with students to develop individualized post-graduation plans focused on workforce entry, continued education, or vocational training. To further support these efforts, SOUL is developing partnerships with local organizations to offer students real-world training and employment opportunities, ensuring graduates are well-prepared for success in college, career, and beyond.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While SOUL has made significant progress in communication and engagement, educational partner input and local data identified a need to further strengthen support for student pathways beyond high school and to deepen community engagement opportunities. To address this, SOUL has designated staff to lead college and career readiness initiatives. Assigned staff will provide college preparation support for all students, conduct career assessments for 12th-grade students on track to graduate, assist with resume development, and serve as the primary liaison between SOUL and post-secondary institutions to support student enrollment. Staff will also work to identify, develop, and expand services for special student populations by coordinating with agency and community partners and assessing evolving student and family needs.

In addition, SOUL has revised its LCAP Action 2.2 to enhance student engagement and leadership development through the new focus area, "Community Engagement Opportunities for Students." This action includes expanding field trip experiences, bringing in guest speakers, hosting administrative town halls, launching homeroom competitions, recognizing students through honor roll awards and assemblies, and offering art showcases and blood drives. These activities are designed to encourage student leadership, foster school pride, and strengthen connections between students, families, and the broader community, ultimately improving student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Through the self-reflection process, SOUL identified key needs to better support its student population, of which 94% are low-income and have a history of poor academic achievement. Identified areas of focus include offering flexible scheduling, providing individualized or small group instruction and tutoring, expanding case management services, strengthening social and emotional supports, and ensuring postsecondary preparation for all students. To improve engagement with underrepresented families, SOUL will align support services with these needs and increase outreach efforts to build stronger partnerships between families and school staff. English Language Learners (ELs) will continue to receive individualized academic support from their assigned teachers, tailored to each student's needs based on ELPAC assessment data, classroom performance, and teacher input. By providing targeted academic, social-emotional, and postsecondary support, SOUL will work to more effectively engage underrepresented families and ensure all students are connected to the resources needed for long-term success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Required Seeking Input for Decision-Making

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The School of Unlimited Learning (SOUL) has developed strong systems for seeking input from educational partners, particularly through the work of case managers who form collaborative teams with students, parents/guardians, teachers, and, when applicable, special education specialists. This structure ensures that diverse voices—including those of students with specialized needs—are consistently represented in school decision-making processes. Case managers provide a direct, ongoing connection between families and school staff, helping to foster an inclusive environment where all educational partners have opportunities to contribute.

Feedback collected through the March 2025 Youth Truth family and staff surveys confirms SOUL's success in this area. Compared to typical California schools, SOUL families reported much higher levels of inclusion and engagement:

- **81%** of families said they feel included in planning school activities (compared to **60%** at typical CA schools),
- **89%** feel engaged with the school (**61%** typical CA schools),
- **84%** feel represented by parent/family groups (**54%** typical CA schools),
- **82%** feel empowered to play a meaningful role in school decision-making (**50%** typical CA schools), and
- **85%** feel informed about important school decisions (**65%** typical CA schools).

Similarly, staff survey responses showed strong perceptions of collaboration and input. A majority of SOUL staff reported feeling that their voices are heard and that school leadership values staff input when making important decisions. Staff also noted increased opportunities for collaboration across departments and roles, reinforcing a culture of shared leadership.

These results demonstrate that SOUL's commitment to collaboration and transparency has successfully fostered a school culture where families and staff feel connected, empowered, and informed. Moving forward, SOUL will continue to strengthen these structures to ensure even broader representation and deeper engagement from all members of the school community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While SOUL's March 2025 Youth Truth survey results demonstrate strong performance in engaging families compared to typical California schools, analysis of the data and educational partner input identified areas for continued improvement. Although **82%** of families reported feeling empowered to play a meaningful role in school decision-making—significantly higher than the **50%** state comparison—there is still room to strengthen engagement so that even more families feel connected and influential.

Importantly, this represents a marked improvement from the previous year. Efforts during the 2024–25 school year, including increased outreach, expanded meeting opportunities, and more transparent communication, have resulted in significantly higher levels of family input in school decision-making processes.

Staff survey results similarly highlight strengths and areas for improvement. **58%** of staff reported feeling empowered to play a meaningful role in school decision-making, closely aligned with state averages but indicating an opportunity for growth. While SOUL staff scored highly on relationships and professional development—with **83%** reporting strong professional support—survey data showed that perceptions of engagement and culture, particularly around communication of school policies and clarity of decision-making processes, could be further improved.

To continue building on this momentum, SOUL will focus on expanding authentic opportunities for both families and staff to engage in leadership and decision-making. Planned strategies include broadening outreach efforts to advisory groups and governance structures, offering flexible meeting times and virtual access options, clearly communicating how educational partner feedback informs school decisions, and providing leadership development opportunities for parents, guardians, and staff. By deepening these efforts, SOUL is committed to creating an even more inclusive, transparent, and representative decision-making process for all members of its school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Analysis of educational partner input and local data revealed that while SOUL has made strong progress in family engagement overall, continued focus is needed to deepen participation from all family groups, particularly underrepresented populations. Encouragingly, survey results show that English Learner (EL) families report even higher levels of engagement compared to non-EL families across several measures. For example, **90%** of EL families feel included in planning school activities (compared to **77%** of non-EL families), **92%** feel engaged with the school, and

87% feel represented by parent/family groups. This reflects SOUL's success in building inclusive practices for English Learner families.

To build on this progress and further strengthen engagement with all underrepresented families, SOUL will increase family outreach through hosted community events, informational meetings, and expanded opportunities for participation in school governance, including the Governing Council and English Learner Advisory Committee (ELAC). Additionally, the school will ensure that informational content is translated into families' home languages, based on students' language backgrounds, to eliminate barriers to understanding and participation. These actions are designed to foster even stronger connections between families and the school, empowering all parents and guardians to have a meaningful voice in decision-making processes

Local Climate Survey (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters).

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Students at the School of Unlimited Learning (SOUL) participated in a local climate survey in March 2025 to share their perceptions of the school environment across several key areas, including Engagement, Academic Challenge, Culture, Obstacles to Learning, Belonging and Peer Collaboration, Relationships, and College and Career Readiness. A total of **175 students** completed the survey, representing a **94% response rate**, ensuring strong representation of the overall student body.

To provide meaningful context, SOUL's results were compared to survey responses from students at **588 other high schools across the country**. The data were disaggregated by student groups to support a deeper understanding of the school climate for all learners. Overall, SOUL students reported strong levels of Engagement, Belonging, and Relationships compared to national averages, indicating that most students feel connected to the school community and supported by their peers and teachers. Areas identified for continued improvement include reducing Obstacles to Learning and strengthening perceptions of Academic Challenge, where student responses suggest opportunities to enhance instructional rigor and better address individual learning barriers. This feedback will inform schoolwide priorities and actions to ensure a positive and supportive environment for all students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of SOUL's March 2025 Student Survey results identified strong performance in Academic Challenge and College and Career Readiness, with scores in the 90th and 88th

percentiles statewide. Students reported that teachers clearly explain content, set high expectations, and support postsecondary planning. Survey data disaggregated by grade level showed that 12th-grade students reported the highest levels of Engagement and College and Career Readiness, while 9th- and 10th-grade students indicated lower levels of Belonging and Peer Collaboration. Belonging emerged as a key area for growth, with SOUL scoring in the 9th percentile statewide. Additionally, Obstacles to Learning data revealed that a notable percentage of students have faced personal challenges impacting school connection. Moving forward, SOUL will prioritize strategies to strengthen peer collaboration, build community, and provide targeted support to ensure all students feel connected and supported.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of the March 2025 Student Survey results and ongoing feedback from parents and staff, SOUL has identified the need to further strengthen communication and family engagement to support continuous improvement. While communication between parents and staff is strong, feedback indicated that additional support could help families more easily access information and feel more connected to school activities and services.

In response, SOUL has revised its plans to include an updated action, **“Increased Parent Supports and Communications,”** designed to strengthen school-home partnerships. This action includes adjusting the timing of meetings to better accommodate family schedules, expanding school activities and events, and conducting **Parent Meetings** to assist families in navigating school communication platforms. These efforts aim to ensure that communication is predictable, consistent, and accessible to all families. SOUL will continue to gather input from families and staff to refine these supports and ensure they meet the evolving needs of the school community.

Additional Comments

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

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

SOUL offers highly personalized educational plans for each student. Each 9–12th grade student’s academic program is individualized to meet their specific needs. SOUL provides

independent study students and their families with four types of resources:

- Professional guidance and oversight from a credentialed teacher, who meets regularly with students and their parents/guardian. When applicable, a Special Education liaison is involved to support students with exceptional needs.
- A wide variety of standards-aligned curriculum and learning materials. Rather than relying on a “one size fits all” model, SOUL’s credentialed faculty work with students and families to design personalized educational programs, including access to A–G approved courses.
- Site-based classes, enrichment activities, and field trips led by qualified staff, designed around student needs and interests.
- Collaborative opportunities for independent study families to share best practices with the guidance of credentialed staff.

Student access and enrollment are tracked through personalized learning plans, case manager oversight, special education case management, and review of course enrollment data by student groups.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

SOUL offers highly personalized educational plans for each student. Each 9-12th grade student’s academic program is personalized to meet the needs of that individual student. We provide independent study students and their families with four types of resources: a. Guidance and oversight of a student’s educational plan is provided from a professional, credentialed and experienced teacher. Each student and his/her parent/guardian meet regularly with the case manager. When applicable, a Special Education liaison will also be part of this education plan. b. A wide variety of standards-aligned curriculum and learning materials: Rather than a prescribed “one size fits all” curriculum, our credentialed faculty work with each student and his/her parent/guardian to design a standards-aligned educational program that meets the student’s individual needs, including A-G approved courses. SOUL purchases the appropriate curriculum and collaborates closely with each student/parent to develop curriculum pacing plans and expectations for student work. Site-based classes, enrichment activities and field trips taught and led by qualified staff and designed around our students’ needs and interests.

3. Identification of any barriers preventing access to a broad course of study for all students.

There is no barrier preventing SOUL from providing access to a broad course of study for all students. SOUL operates a program that has come to be known as “personalized learning.”

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

SOUL ensures that students have access to a broad course of study that includes all core subjects and a unique range of electives such as child development, street law, music, film appreciation, and college/career readiness. Students are encouraged to select electives that align with their interests and their personalized learning goals. To further expand opportunities, SOUL continually reviews and adjusts course offerings based on student demand and need. In addition,

SOUL is actively developing a systematic process for students to enroll in online college courses, allowing students to accelerate their studies and earn college credit while still in high school.