

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
SOUL Charter School	Marisa Fogelman, Executive Director	<a href="mailto:Marisafogelman@soulcharterschool.org">Marisafogelman@soulcharterschool.org</a> , 949 632 1999

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

SOUL Charter School (SOUL) is a public middle/high school. SOUL opened our doors in the Fall of 2017. At that time, we opened to serve 36 students and nearly doubled our enrollment to 71 students in grades 7-9 during the 2017-18 school year. In our second year of operation (2018-19), we grew to serve 92 students in grades 7-10. In the 2019-2020 school year, we will expand to serve students in grades 7-11. By the 2020-2021 school year, we will be fully built out serving students in grades 7-12. SOUL is currently located inside the Boys and Girls Club in Solana Beach, California. SOUL is the only charter school ever approved to open in the San Dieguito Union High School District (SDUHSD). In 2017, SOUL became the first charter approved by the San Diego County Office of Education in the past fifteen years. The school is chartered to serve seventh through twelfth grades.

In the 2018-2019 school year, SOUL served 91 students in seventh through tenth grades: 14.5% are low income and 30.76% have various disabilities. We had one foster youth student and no English Language Learners. Our current demographics are 76.9% Caucasian, 11.2% Hispanic, 8.6% two or more races, 3.3% other and unspecified. We serve both high and low income students, and students with a wide range of academic skill-sets.

**SOUL's Mission:** Provide exceptional education that awakens individuals to know who they are, discover their passions and purpose, and thrive holistically, to achieve both mental and life mastery.

**SOUL's Vision:** Create and prove a new model of education that emphasizes holistic education, connects students to their life's passion and purpose, while helping them develop the tools and skills they need to create the life of their dreams.

At SOUL's core is our belief in addressing the whole being, extending education far beyond acquisition of knowledge. Thus, all of the programs that serve to define us, stem from our Holistic Program, Integra, the true heart of SOUL. The foundation of SOUL is rooted in a Conscious and Intentional Culture. By creating a positive environment, the entire community supports students in realizing their talents, gifts and skills, helping to inform their life's vision. Our educational program, utilizes a unique combination of project based and experiential learning. By combining these

methodologies, students engage in RARE(E) Explorations, an innovative approach to education. In addition, we emphasize Developing the Entrepreneur as we recognize that we are in age of entrepreneurship.

SOUL students are challenged daily to perform their personal best through high expectations, an innovative and vigorous curriculum, and low teacher-student ratios. We offer experiential and project-based explorations for collaborative and hands-on learning opportunities.

Another defining feature of SOUL is that we address the need for a continuous bridge from elementary school to college by providing a positive community, a supportive environment, and highly qualified and passionate teachers, whom we refer to as guides, at each level from grades 7th-12th. SOUL protects students from the struggles that accompany many school transitions by providing a unified program that blends middle and high school together into a single school environment. Such an option is currently not available within the San Dieguito Union High School District. With SOUL maxing out at 600 students (100 students per grade in 7th-12th grades), we will be a considerably smaller school option appealing to students who are not thriving in the large school environment.

At SOUL, we are committed to growing the family, not just the child. We seek to create a united front in which the school and the home support the needs of the child and both entities work together to achieve this. We recognize that inviting the connected family into the conversation is crucial to a student's success and overall well-being. In addition, free workshops, focused on principles for living, are frequently available and offered to family members.

At SOUL Charter School we believe:

- Education is the greatest vehicle for social change.
- One's true intelligence is best demonstrated and assessed by projects, presentations, and personal experiences.
- A new paradigm of education can help progress humanity.
- Understanding and accepting shortcomings develops grit and resilience.
- Schools should guide students to recognize and awaken their true genius.
- Loving ourselves and each other is paramount to living our best life.
- Effective communication is crucial for developing and maintaining positive relationships.
- State of the art technology must support, not take the place of instruction.
- Students should be grouped by interest and need rather than age or grade.
- Emotional intelligence (E.Q.) is equally as important as mental intelligence (I.Q.).
- Schools must not only be college preparatory but career and life preparatory.
- Collaboration leads to innovation, unhealthy competition leads to isolation.
- Schools must be empowering places, not punitive spaces.
- Teens/Young adults have the ability to make valuable, purposeful contributions to society and the world NOW.

## **LCAP Highlights**

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

SOUL's LCAP features three goals:

Goal 1: All students will receive instruction from appropriately credentialed teachers, who will provide curriculum and instruction aligned to the academic standards, in a functional academic environment.

Goal 2: Students will master the Common Core State Standards through a diverse and dynamic curriculum that includes all A-G requirements, a variety of electives, a thorough holistic curriculum, and extracurricular enrichment.

Goal 3: SOUL will create a conscious and intentional culture in which students are safe, celebrated, and free while families are engaged and involved in our process.

We have not made any changes to our LCAP goals from 2017-18. We are maintaining our focus on providing each and every student with the support they need to thrive and be successful both academically and holistically. By continuing to focus on these goals, we can further develop an exceptional program dedicated to developing the whole child.

Unduplicated students and students with disabilities will receive additional supports to help them reach their potential. These include:

Goal 1, Action 5: Provide professional development related to standards, instruction, BPL, differentiated instruction and support for our academically diverse student population.

Goal 2, Action 1: Provide increased data metrics, analysis, and reporting to monitor and inform instruction.

Goal 3, Action 1: Ensure positive school culture, strong attendance, and parent involvement.

Goal 3, Action 2: Increase staff training on restorative justice practices and positive discipline.

## Review of Performance

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

## Greatest Progress



**WASC Accreditation:** The Western Association of Schools and Colleges (WASC), conducted their initial site visit of SOUL Charter School on October 24th, 2018. In the WASC Committee's report, they cited eight (8) Schoolwide Areas of Strength. These strengths include:

1. The school has established a strong mission and purpose that is focused on students' academic success and readiness for post-secondary studies.
2. The school's Integra Program focusing on holistic learning that supports students' academic goals provides students an additional, well-rounded educational experience.
3. The school provides a robust and rigorous project-based learning model that is effective and relevant and prepares student academically for college and career readiness.
4. The school provides a safe learning environment for students that helps further strengthen quality teaching, student engagement and academic achievement.
5. There is a strong school culture that is prevalent at the campus and students are highly aware of

the culture of respect, inclusiveness and an empowerment to fail and learn from this as part of the learning experience.

6. The school has experienced significant academic growth in both Math and ELA based on SBAC and MAP data that further speaks to the quality of the program.
7. Administration and staff are highly supportive of the mission and vision and dedicated to each students' academic and social-emotional growth.
8. The school has established relationships with the community and local businesses and organizations that actively participate in the school's mission.

As a result, on February 5, 2019, The ACS WASC Commissioners determined SOUL Charter (7 - 10) meets the ACS WASC criteria for accreditation. The Visiting Committee's report outlines SOUL's sound and effective instructional programs and practices carried out by highly qualified teachers that make data-driven decisions. Such data, information, and decision-making gives instructors the ability to provide exceptional academic instruction and holistic (social/emotional) support to students, while simultaneously acting as guides (teachers) to all students.

**UC Course Submission:** SOUL has submitted all 9th and 10th grade core courses as well as some elective courses for UC approval. As a result, all college bound students will have satisfied their A-G requirements upon graduation.

**Data:** Data reflects that SOUL students have experienced vast academic growth as detailed on the NWEA MAP testing charts. SOUL students have met and/or exceeded national standards in virtually every grade on almost all tests (see data below). We attribute this success to our education program and our unique holistic approach to meeting students' needs. The specifics of Integra (our holistic program) are detailed below.

**RARE(E) Explorations:** We've been successful in implementing an innovative model of education in which each core teacher develops two-four, nine-eighteen week projects that are aligned with the common core state standards. SOUL's entire education program is RARE(E), an acronym coined at SOUL that depicts what we consider to be exceptional learning. All explorations (projects) designed at SOUL are: Relevant, Applicable, Relatable, Experiential, and Engaging. Students are involved in project based and experiential learning which culminate in an exhibition in which students are responsible for articulating not only but their learning process, but also sharing the skills and tools they used to execute their projects.

**Breaking the Classroom Walls:** In order to keep students engaged and learning relevant, students engaged in many off site learning experiences. Additionally, individuals, organizations, and mentors were brought into the classroom. This enhanced students' learning making it interactive, experiential, real world applicable and relevant.

**Integra:** We have seen tremendous growth in our students holistically. Integra is our holistic program in which we develop the whole child: mentally, emotionally, socially, physically, and personally. This curriculum is at the heart of our vision and belief that developing students goes far beyond acquisition of knowledge. The Integra Guides (teachers) have been able to implement the program with highly positive feedback from the school community. Overall, while students have outperformed the nation on their growth on several of their MAP tests (see data below), we have seen students grow in other areas that currently aren't as easy to quantify. When comparing data from the Holistic Assessment from the start of year, to the end of year, 80% growth was shown when averaging student responses

in the five building blocks: Mental Power, Emotional Intelligence, Social Skills, Physical Well-Being, and Personal Development. (See data below.)

### Holistic Data from 2018-2019

The charts below show the holistic growth of SOUL students in grades 7-10 in each of our five building blocks. The charts reflect the average of students' Fall scores on their holistic assessment alongside the average of students' Spring scores on the holistic assessment.

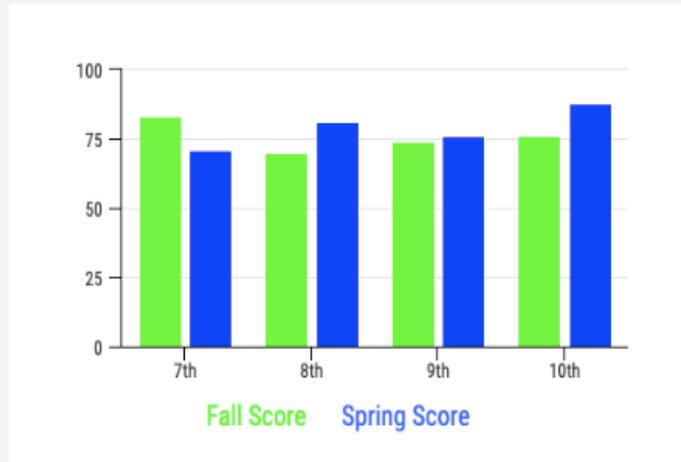
#### Holistic Growth: Mental Power



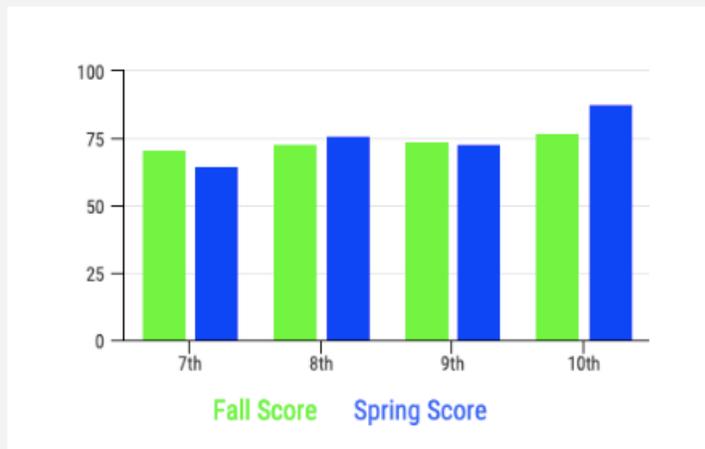
#### Holistic Growth: Emotional Intelligence



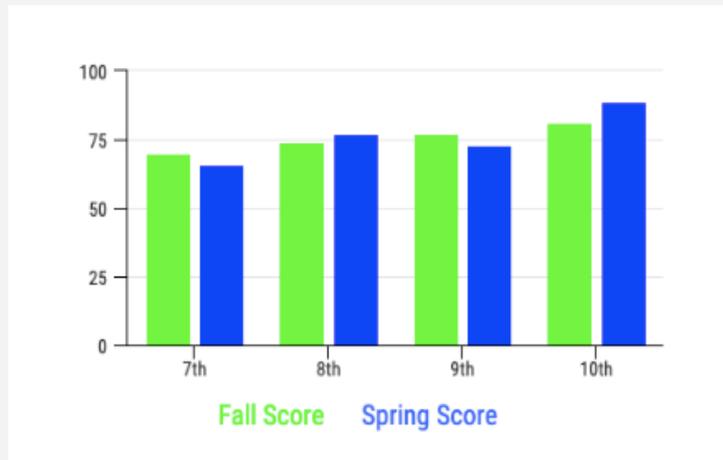
## Holistic Growth: Social Skills



## Holistic Growth: Physical Well Being



## Holistic Growth: Personal Development



Overall, our findings include: SOUL students are confident in articulating their learning and understanding, they have developed social/emotional skills, they have adopted a growth mindset, they discovered more of their passions, and they showed growth in their ability to think critically and divergently.

**Positive Feedback:** We have consistently received positive feedback from our stakeholders both directly via parent testimonials and through surveys.

The following survey questions are highlighted below as reported by parents on the End of Year Survey Reflection. The data shows high levels of satisfaction (over 85%) in regard to mission/vision, academics, staff, and school culture.

Question:	Results: Parents rated the following statements between a 7-10 (1=strongly disagree, 10=agree wholeheartedly) on the End of Year Survey Reflection.
SOUL has effectively communicated and upheld its mission & vision and adheres to its values.	90%
SOUL's administration is accessible, approachable, and well-qualified in supporting my child and our family.	94%
My child has been challenged academically this year and has grown as a student through the explorations and the projects done.	94%
The culture and community that has been established at SOUL has been both positive and nurturing.	94%
SOUL is doing a good job meeting both the personal and academic needs of my child.	88%

Additionally, parents report that they:

- Appreciate the hard work and commitment of administration
- Recognize the quality and care provided from the teachers
- Appreciate the culture that SOUL has worked to create
- Feel the environment is positive and safe for students to be themselves.

**MTSS Grant Awardee:** We applied for and were recipients of the MTSS grant which is aligned closely with the mission and vision of SOUL which is to include all stakeholders in the success of the students, so that everyone is working together to meet the academic and holistic needs that students have.

**Parent Involvement/Gap Campaign:** Parents have actively supported SOUL from our inception. They have made various contributions to the school including volunteering, being a part of Synergy, our parent organization, fundraising, and/or contributing financially. During the 2017-2018 school year, we launched our Gap Campaign in April in which we secured over \$85,000 to help balance our first year's budget. During the 2018-2019 school year, we launched the Power of Now Campaign. Overall, this year, we were successful in raising close to \$78,000. To date, parent contributions exceed \$163,000 with over 87% of our families contributing, in both years.

**Enrollment:** SOUL's success is evident by our growing enrollment. Our enrollment has more than doubled since we opened our doors in August of 2017. By the end of our first year of operation, we grew from 36 students to 71 students. In our second year of operation, we grew from 71 to 92 students. This is a total increase of 156%. Our enrollment has grown organically with our current students' referrals being the largest contributor to our growth. Our families, when surveyed have

stated that SOUL has changed their child’s view of education which has vastly improved the family dynamic. In this way, families and students share positive experiences with other friends and families.

**School Culture:** Creating/implementing a conscious and intentional culture has been an integral part of SOUL’s culture and vision. The first week of school is dedicated entirely to establishing SOUL’s culture while encouraging students to take ownership of their own school experience. Students use this week to collaborate in making school-wide agreements which reflect desires and expectations for the coming year. Survey feedback has shown that students feel safe, free to express their individuality, and empowered to communicate their needs. Feedback from parents confirm these themes and express positive experiences with staff, describing them as supportive and caring, and regarding them as positive role models for their children.

In addition to parent surveys, student surveys have indicated a strong satisfaction with SOUL, maintaining high levels of satisfaction.

Question:	Results: Students rated the following statements between a 7-10 (1=strongly disagree, 10=agree wholeheartedly) on the End of Year Survey Reflection.
I believe SOUL is doing a good job creating the kind of school that is aligned with its mission and vision	80%
My guides have high expectations of me and expect me to work hard to achieve my academic and holistic goals.	93%
At SOUL I am encouraged to take ownership over my education and work toward mastery.	93%
I feel both emotionally and physically safe at school and have positive relationships with my guides and peers.	78%
If I am struggling in any way, there are adults on campus I can turn to for mentoring or support.	82%

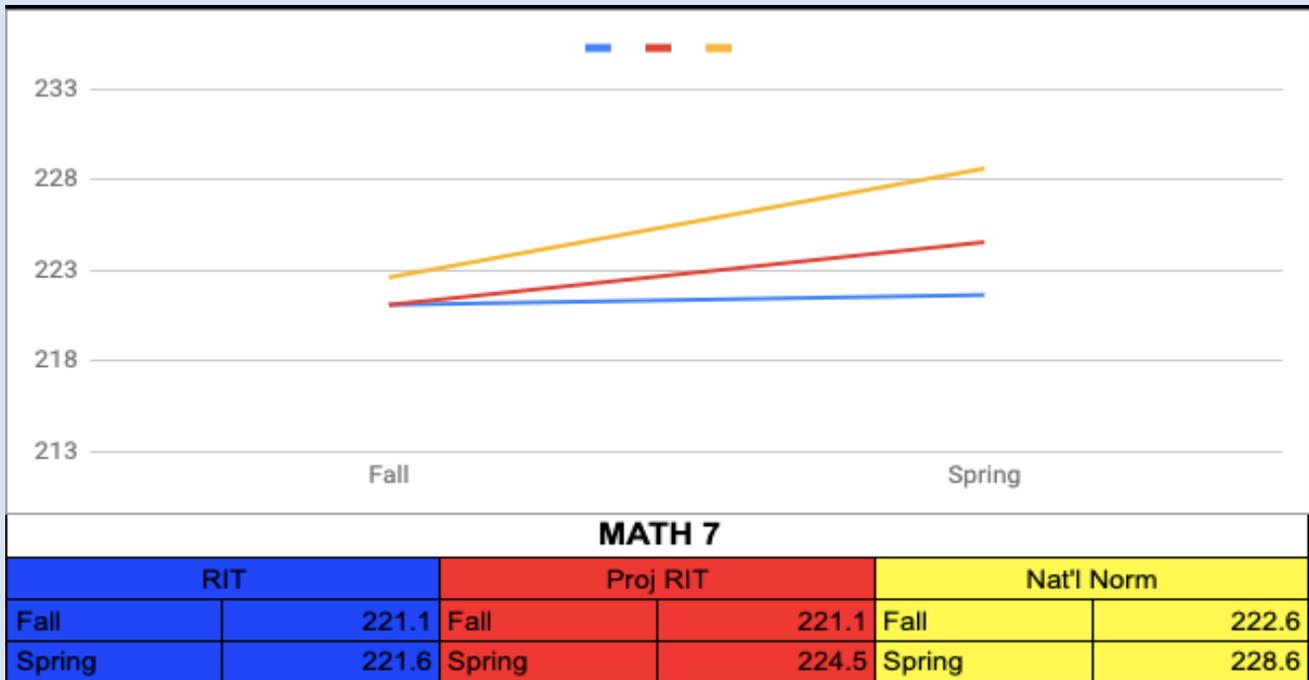
## NWEA MAP Data from 2018-2019

The charts below show the academic growth of SOUL students in grades 7-10 in both Math and ELA (Language and Reading). The charts reflect students' Fall RIT scores along with their projected RIT scores in comparison to the National Norm.

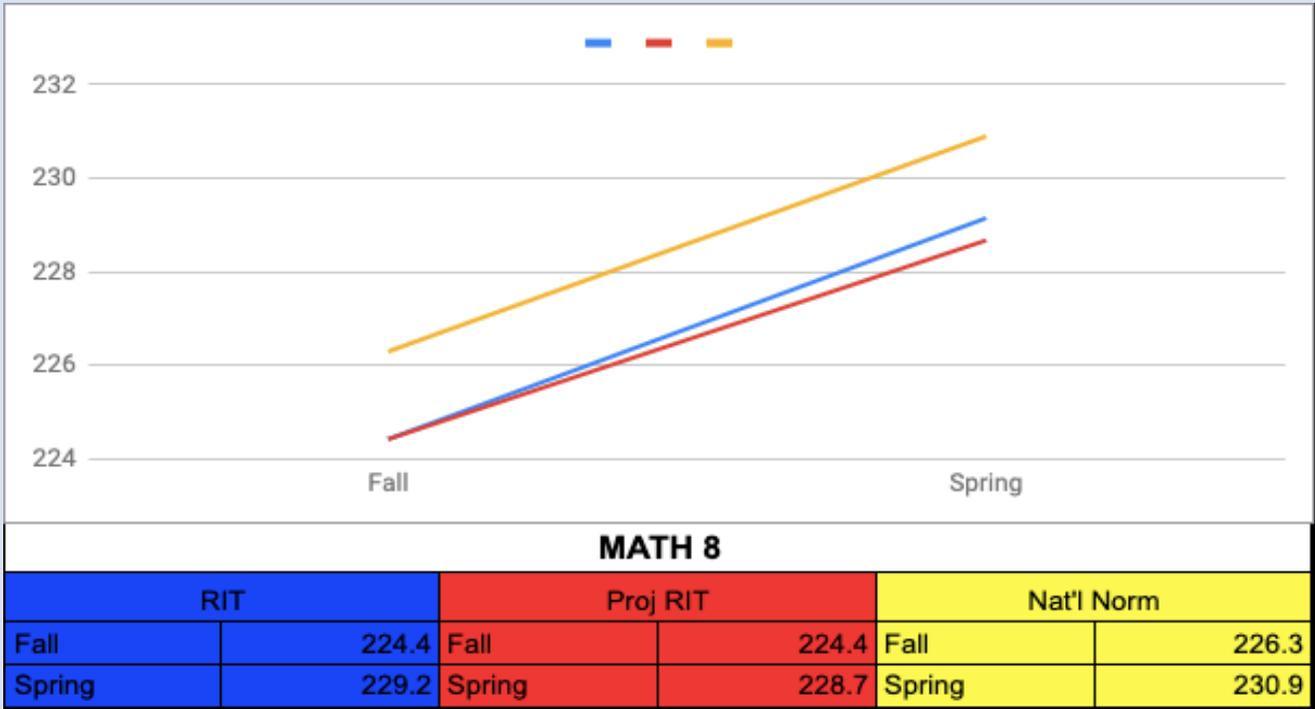
**As evidenced by the charts below, SOUL students outperformed the nation in their growth during the 2018-2019 school year in the following categories highlighted:**

	MATH	Reading	Language
Grade 7		X	X
Grade 8			X
Grade 9	X	X	X
Grade 10	X	X	X

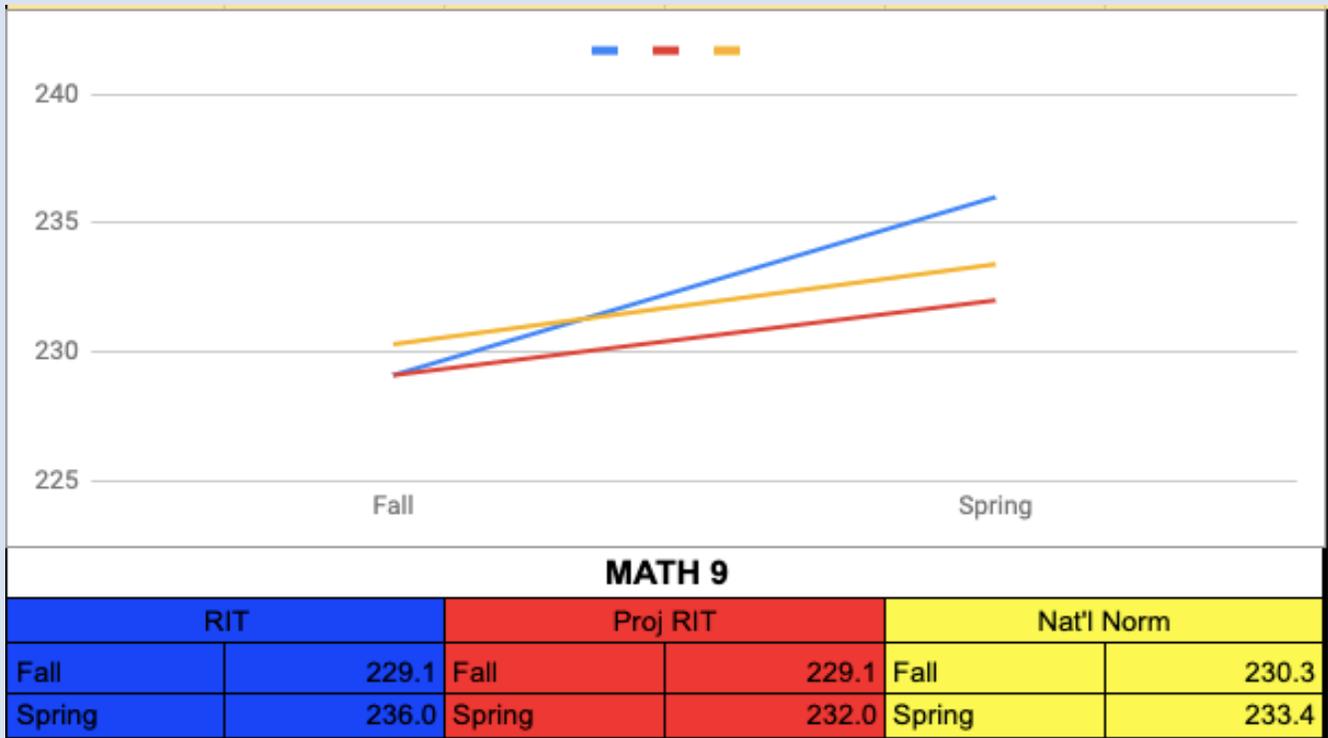
The chart below reflects the 7th grade Math scores. Students began fall semester of the 2018-2019 school year just below the National Norm. While students achieved growth from Fall to Spring, they ended the year (on average) below the National Norm.



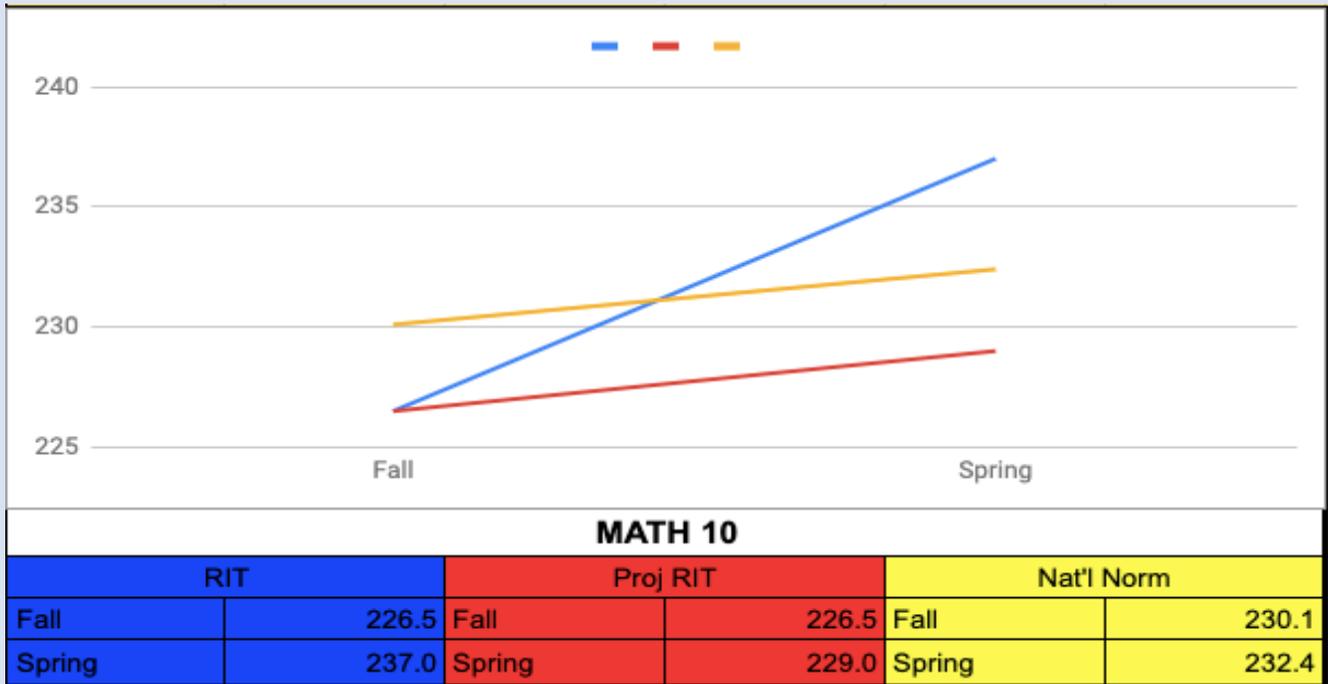
The chart below reflects the 8th grade Math scores. Students began the fall of the 2018-2019 school year just below the National Norm. Students achieved growth, rising above their Projected RIT, however, they ended the year just below the National Norm.



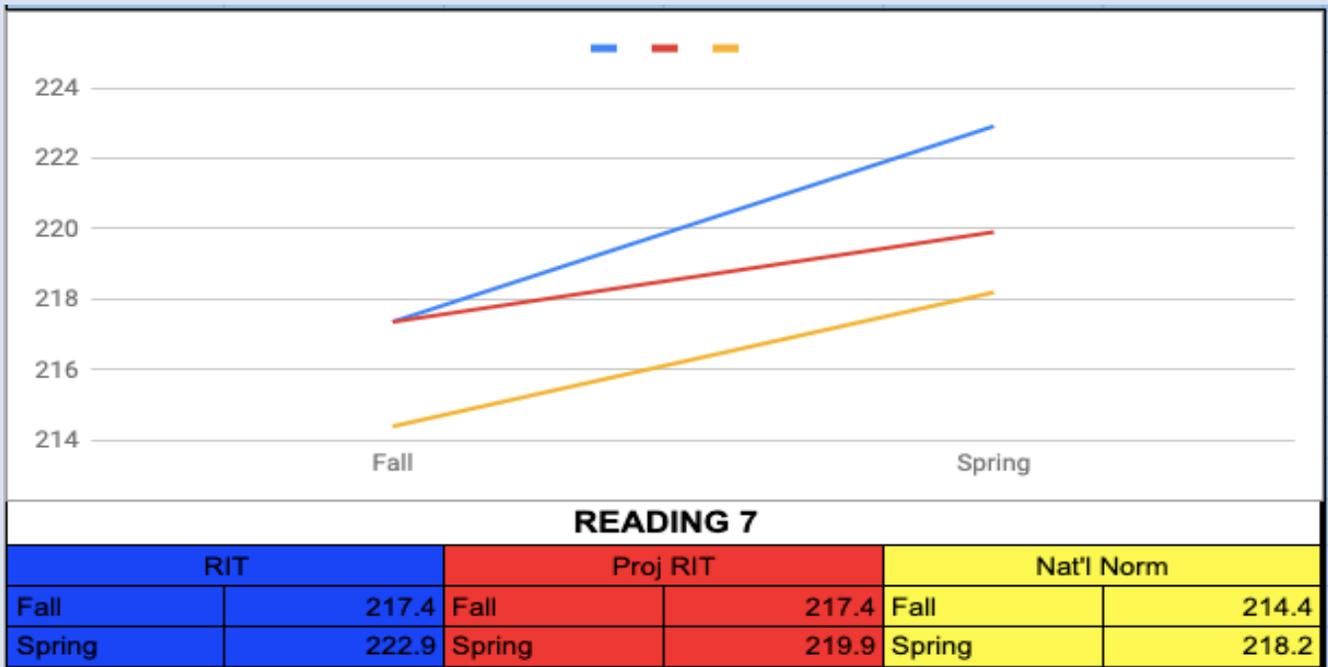
The chart below reflects the 9th grade Math scores. Students began the fall of the 2018-2019 school year just below the National Norm. Students achieved great growth, not only rising far above their projected RIT, but ending the year well above the national norm.



The chart below reflects the 10th grade Math scores. Students began the fall of the 2018-2019 school year far below the National Norm. Students achieved extreme growth, not only rising far above their projected RIT, but ending the year well above the National Norm.



The chart below reflects the 7th grade Reading scores. Students began the fall of the 2018-2019 school year just above the National Norm. Students achieved extreme growth, not only rising far above their projected RIT, but ending the year well above the National Norm.



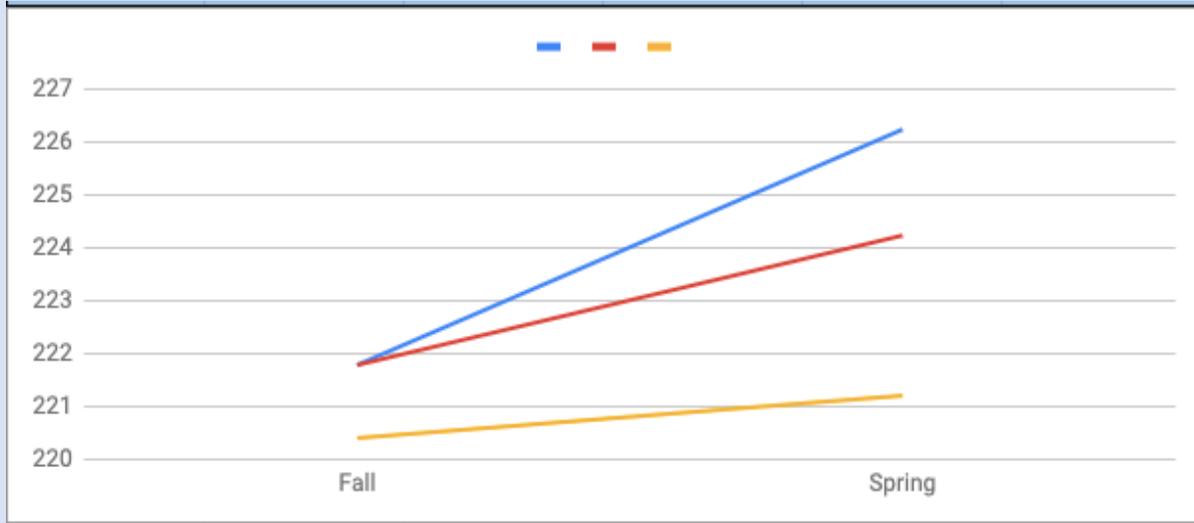
The chart below reflects the 8th grade Reading scores. Students began the fall of the 2018-2019 school year just above the National Norm. Throughout the year, students saw a steady increase (evidenced by their Winter MAP scores), however, by the end of the year, students wound up falling just below the National Norm. \*It is important to note that 8th grade students had a total of 9 tests to take at the end of the school year. Their MAP Reading test was the last test they took, which we believe contributed to the decline in their scores.



The chart below reflects the 9th grade Reading scores. Students began the fall of the 2018-2019 school year well above the National Norm. While students fell below their projected RIT, they still ended the year above the National Norm.

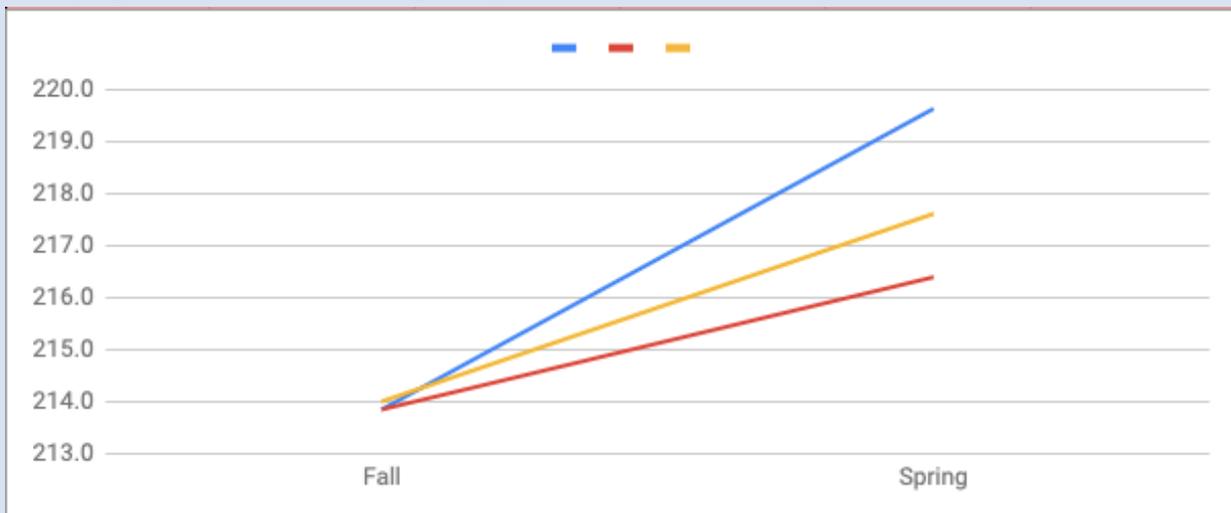


The chart below reflects the 10th grade Reading scores. Students began the fall of the 2018-2019 school year just above the National Norm. Students achieved extreme growth, not only rising far above their projected RIT, but ending the year well above the National Norm.



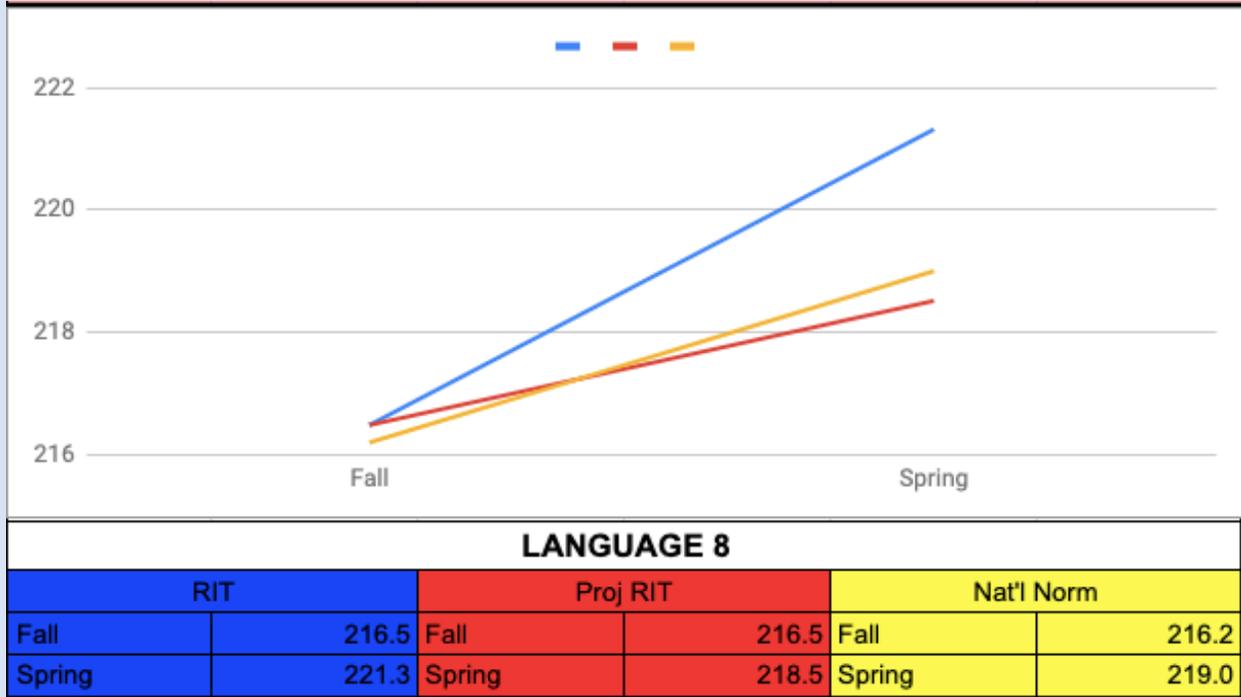
READING 10					
RIT		Proj RIT		Nat'l Norm	
Fall	221.8	Fall	221.8	Fall	220.4
Spring	226.2	Spring	224.2	Spring	221.2

The chart below reflects the 7th grade Language scores. Students began the fall of the 2018-2019 school year just below the National Norm. Students achieved extreme growth, not only rising far above their projected RIT, but ending the year above the National Norm as well.

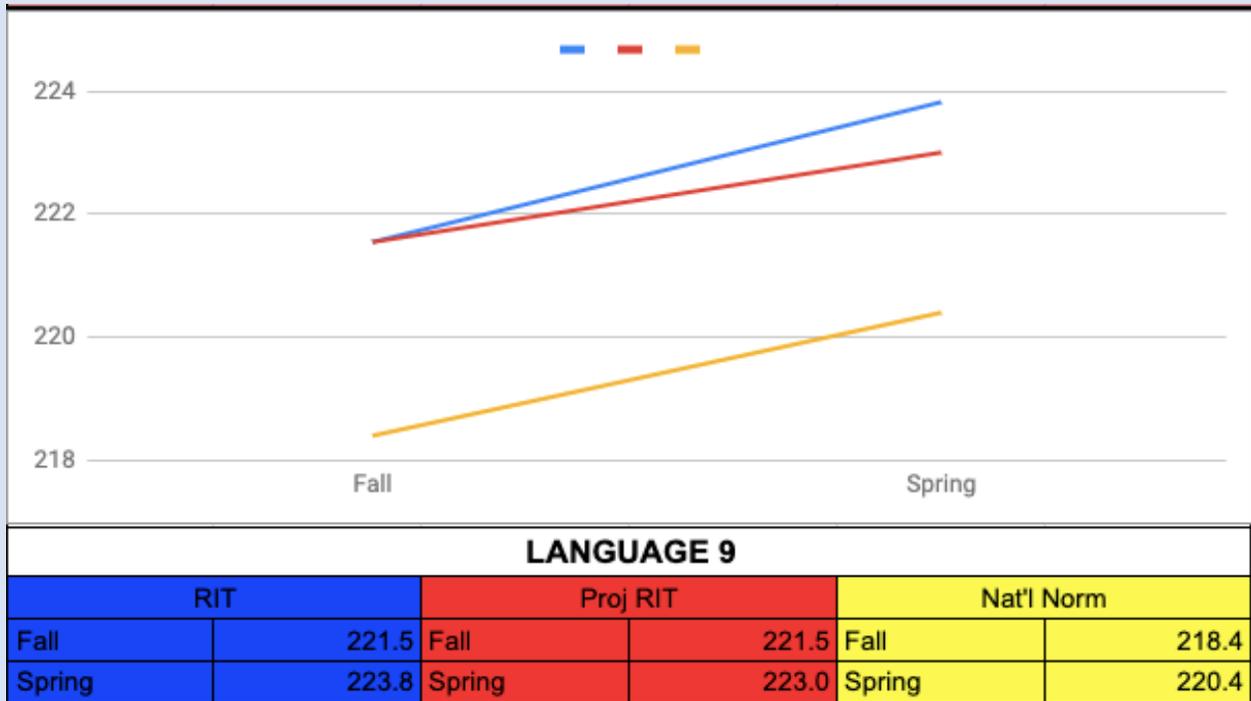


LANGUAGE 7					
RIT		Proj RIT		Nat'l Norm	
Fall	213.8	Fall	213.8	Fall	214.0
Spring	219.6	Spring	216.4	Spring	217.6

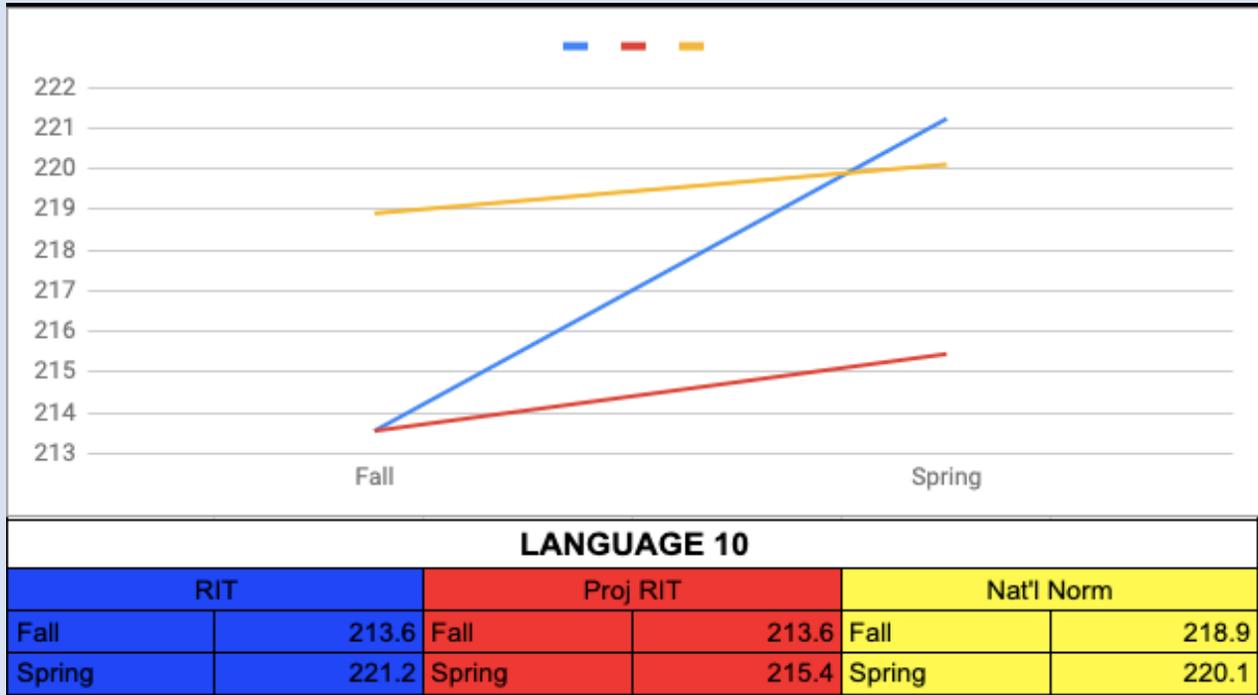
The chart below reflects the 8th grade Language scores. Students began the fall of the 2018-2019 school year just barely above the National Norm. Students achieved extreme growth, not only rising far above their projected RIT, but ending the year above the National Norm as well.



The chart below reflects the 9th grade Language scores. Students began the fall of the 2018-2019 school year above the National Norm. Students achieved extreme growth, not only rising above their projected RIT, but ending the year far above the National Norm.



The chart below reflects the 10th grade Language scores. Students began the fall of the 2018-2019 school year far below the National Norm. Students achieved extreme growth, not only rising far above their projected RIT, but ending the year above the National Norm as well.



We believe the LCAP Goal 1, Actions 1 and 5 contributed to this success with a focus on hiring highly qualified teachers who create projects that incorporate the standards while providing professional development in relation to aligning and implementing state standards, differentiated instruction, project based and experiential learning. Another factor in this success was LCAP Goal 2, Action 1 with a focus on tracking and assessing student academic and holistic growth.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

SOUL Charter School just completed our second year of operation. Therefore, the state dashboard does not have any color levels identified and there is very little state achievement data available. Our first year of operation (the 2017-18 school year), served to provide baseline data. While historically the majority of our students have shown great growth on the NWEA MAP tests (conducted in the Fall, Winter, and Spring), initial scores from the 2017-18 SBAC assessment showed:

<b>Subject</b>	<b>All students:</b>
<b>English Language Arts</b>	<b>41 points below standard</b>
<b>Math</b>	<b>43.3 points below standard</b>

Considering the small sample size of students testing in our first year (50 students total), and the number of students that transferred to SOUL throughout the school year (close to 50%), one year of SBAC data does not provide the most accurate reflection of student progress, and rather serves as our benchmark year. As a result, we will continue to closely monitor how well students are meeting and mastering the standards as evidenced by state indicators as well as local performance indicators.

Our focus overall is to ensure all groups are achieving high academic performance and are developing both academically and holistically. We are doing this by looking at each subject matter, designing vigorous curriculum aligned with state standards, analyzing assessment data, and honing instructional practices. Our academic focus for the 2019-20 school year is on both English Language Arts and Math. We will be implementing a literacy initiative to be carried out in all courses including Integra. Where Math is concerned, we will offer focused instruction aimed at closing achievement gaps while also providing accelerated curriculum for advanced learners.

Additional areas that we have determined to be in need of significant improvement include:

1. Improve the chronic absenteeism rate
2. a. Provide more staff trainings in addition to improving the quality of professional development to include classroom support in areas such as Project Based Learning, Differentiated Instruction, and Restorative Justice Practices. b. Bring suspension rate down.
3. Continue to improve the metrics for which to measure (and collect data) for both academic and holistic growth, as this is central to the mission and vision of our school.

To address these areas of need:

1. We will improve our chronic absenteeism rate by implementing and communicating a clear and strict attendance policy to both students and parents, which shall include personal calls and letters to parents when students are consistently absent. These actions are reflected in LCAP Goal 3, Action 1.
2. We will provide more staff trainings, specifically in the areas of restorative justice and positive discipline, while also providing over 30 hours of professional development, which will include but not be limited to PBL, and differentiated instruction. These actions are reflected in LCAP Goal 1, Action 5, and Goal 3, Action 2.
3. We will continue to improve the metrics for which to measure and collect data to track students' holistic growth by providing assessments in the beginning of the year that benchmark students' development in the follow areas (our five building blocks): mental, emotional, social, physical, and personal. Students will use this data to create personalized growth plans that will detail their goals for the semester. We will then use assessments at the end of the year to determine student holistic growth. These actions are reflected in LCAP Goal 2, metric 2.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

Considering we just completed our second year of operation, the state does not currently have enough longitudinal data to group our students into color levels. An analysis of our local data shows that students of all subgroups are showing growth both academically and holistically. While state data shows performance gaps (see "Greatest Needs") in our benchmark year, we plan to address these

gaps through differentiated instruction and formative assessment strategies as outlined in LCAP Goal 2.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

Does not apply

### **Support for Identified Schools**

Describe how the LEA supported 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.

Does not apply

### **Monitoring and Evaluating Effectiveness**

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

Does not apply

# Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

All students will receive instruction from appropriately credentialed teachers, who will provide curriculum and instruction aligned to the academic standards, in a functional academic environment.

State and/or Local Priorities addressed by this goal:

State Priorities: [Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)]

## Annual Measurable Outcomes

Expected	Actual																														
SOUL will maintain 100% fully credentialed and appropriately assigned teachers.	100% of teachers were appropriately credentialed and assigned.																														
Percent of CCSS covered for all students including English Learners, through RARE(E) Explorations, as reported by each core curriculum teacher. Core academic teachers will cover at least 80% of the CCSS and NGSS standards.	<p>Teacher aligned curriculum to CCSS/NGSS standards and as a whole covered at least 80% of the standards.</p> <p style="text-align: center;">Percentage of CCSS/NGSS Standards Covered</p> <table border="1" data-bbox="1071 1117 1990 1511"> <thead> <tr> <th data-bbox="1071 1117 1423 1182">Subject:</th> <th data-bbox="1423 1117 1581 1182">Science</th> <th data-bbox="1581 1117 1724 1182">History</th> <th data-bbox="1724 1117 1835 1182">Math</th> <th data-bbox="1835 1117 1990 1182">English</th> </tr> </thead> <tbody> <tr> <td data-bbox="1071 1182 1423 1247">Grade 7</td> <td data-bbox="1423 1182 1581 1247">90%</td> <td data-bbox="1581 1182 1724 1247">82%</td> <td data-bbox="1724 1182 1835 1247">83%</td> <td data-bbox="1835 1182 1990 1247">98%</td> </tr> <tr> <td data-bbox="1071 1247 1423 1312">Grade 8</td> <td data-bbox="1423 1247 1581 1312">73%</td> <td data-bbox="1581 1247 1724 1312">92%</td> <td data-bbox="1724 1247 1835 1312">82%</td> <td data-bbox="1835 1247 1990 1312">100%</td> </tr> <tr> <td data-bbox="1071 1312 1423 1377">Grade 9</td> <td data-bbox="1423 1312 1581 1377">83%</td> <td data-bbox="1581 1312 1724 1377">83%</td> <td data-bbox="1724 1312 1835 1377">70%</td> <td data-bbox="1835 1312 1990 1377">98%</td> </tr> <tr> <td data-bbox="1071 1377 1423 1442">Grade 10</td> <td data-bbox="1423 1377 1581 1442">83%</td> <td data-bbox="1581 1377 1724 1442">100%</td> <td data-bbox="1724 1377 1835 1442">84%</td> <td data-bbox="1835 1377 1990 1442">100%</td> </tr> <tr> <td data-bbox="1071 1442 1423 1511"><b>Total % Covered:</b></td> <td data-bbox="1423 1442 1581 1511"><b>82%</b></td> <td data-bbox="1581 1442 1724 1511"><b>89%</b></td> <td data-bbox="1724 1442 1835 1511"><b>80%</b></td> <td data-bbox="1835 1442 1990 1511"><b>99%</b></td> </tr> </tbody> </table>	Subject:	Science	History	Math	English	Grade 7	90%	82%	83%	98%	Grade 8	73%	92%	82%	100%	Grade 9	83%	83%	70%	98%	Grade 10	83%	100%	84%	100%	<b>Total % Covered:</b>	<b>82%</b>	<b>89%</b>	<b>80%</b>	<b>99%</b>
Subject:	Science	History	Math	English																											
Grade 7	90%	82%	83%	98%																											
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Grade 9	83%	83%	70%	98%																											
Grade 10	83%	100%	84%	100%																											
<b>Total % Covered:</b>	<b>82%</b>	<b>89%</b>	<b>80%</b>	<b>99%</b>																											

Site will meet required operating standards. School facility will receive rating of good or better on FIT report.	The building meets required operating standards as evidenced by inspections done in accordance to city regulations.
All SOUL teachers (100%) will participate in at least 30 hours of professional development each year.	100% of teachers participated in at least 30 hours of professional development each year.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Employ and recruit highly qualified teachers.</p> <p>2. Assign teachers to the subject and grades that they are qualified to teach.</p> <p>3. Teachers align CCSS to curriculum and report amount of CCSS's covered in each Exploration and each school year.</p>	<p>1. Recruited and employed highly qualified teachers.</p> <p>2. All teachers were assigned to the subjects and grades that they were credentialed in.</p> <p>3. All RARE(E) Explorations that were developed were aligned with and included the CCSS and academic standards.</p> <p>Teacher reports are as follows:            -Science: 82% of NGSS covered            -History: 89% of the standards covered            -Math: 80% of the CCSS covered            -English: 99% of the CCSS covered</p>	<p>\$503,000            LCFF Base            1000, 3000</p>	<p>\$336,964            LCFF Base            1000, 3000</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>1. Annual Leasing Costs including maintenance to ensure a clean and safe campus.</p> <p>2. Ensure the facility is in good repair as evidenced by completing the FIT Report.</p>	<p>1. Annual leasing costs were paid, which included maintenance to ensure a clean and safe campus.</p> <p>2. Facility is maintained and in good repair as evidenced by inspections done in accordance to city regulations.</p>	<p>\$95,000 LCFF Base 5000</p>	<p>\$95,500 LCFF Base 5000</p>
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to implement an inclusion model in which assistant teacher(s) work in partnership with Special Education teacher(s) and Core Content teachers to meet the needs of Special Ed and EL students.</p>	<p>Inclusion model was implemented. Rather than hiring assistant teachers, SOUL employed one full time and one part time Special Education teachers who worked in partnership with all teachers (including core content ones) to meets the needs of our special education students.</p>	<p>\$100,000 LCFF Base 1000, 2000, 3000, 5000</p>	<p>\$96,000 LCFF Base 1000, 2000, 3000, 5000</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide Special Education Services: -Occupational Therapist Services -Speech Language Pathologist Services -Psychologist Services -Other Services as determined by an Individualized Education Plan (IEP).</p>	<p>Special Education services were provided: -Occupational Therapist Services -Speech Language Pathologist Services -Psychologist Services -Other Services as determined by an Individualized Education Plan (IEP).</p>	<p>\$50,000 LCFF Base &amp; SPED Funds 1000, 2000, 3000, 5000</p>	<p>\$74,000 LCFF Base &amp; SPED Funds 5000</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teachers with at least 30 hours of Professional Development in relation to aligning and implementing state standards, differentiation, project based and experiential learning, and restorative practices.	Provided teachers with at least 30 hours of Professional Development in relation to aligning and implementing state standards, differentiation, project based and experiential learning, and restorative practices.	\$7,500 LCFF Base, LCFF S/C 5000	\$12,100 LCFF Base, LCFF S/C 5000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services were effective in meeting all measurable outcomes of the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some personnel changes warranted the decrease in salaries. Salaries and staff were adjusted in accordance with our enrollment. The percentage of students classified as having disabilities resulted in additional Special Education service related costs. Additionally, we ramped up our Professional Development of teachers to include additional trainings throughout the year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same for the coming year. Goal 1, Action 3 was modified to specify that we will utilize certificated Special Education teacher(s) versus assistant teachers to support core content teachers when differentiating instruction and meeting the needs of all learners.

## Goal 2

Students will master the Common Core State Standards through a diverse and dynamic curriculum that includes all A-G requirements, a variety of Electives, a thorough Holistic Curriculum, and extracurricular enrichment.

State and/or Local Priorities addressed by this goal:

State Priorities: [Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### Annual Measurable Outcomes

Expected

Actual

<p>1. At least 70% of students will demonstrate growth on the MAP assessment when comparing start of year data with end of year data.</p>	<p>1. 65% of students demonstrated growth on the MAP assessment (average growth of Reading, Language, and Math) when comparing start of year data (Fall) with end of year data (Spring).</p>		
<p>NWEA MAP Assessment Growth Summary Grades: 7-10</p>			
	<p>All students</p>	<p>Unduplicated Students</p>	<p>Special Education Students</p>
<p>Math</p>			
<p>Growth demonstrated</p>	<p>68%</p>	<p>75%</p>	<p>50%</p>

	Reading			
	Growth demonstrated	51%	33%	61%
	Language			
	Growth demonstrated	76%	100%	70%
2. At least 70% of students will demonstrate holistic growth when comparing when comparing beginning of year benchmark assessments to end of year surveys/ assessments.	2. When comparing data from the Holistic Evaluation from the start of year, to the end of year, 80% growth was shown when averaging student responses in the five building blocks: mental power, emotional intelligence, social skills, physical well being, and personal development.			
3. A-G Requirements will be met through a series of 4, RARE(E) Explorations. Following WASC accreditation (expected Feb 2019), we will submit courses to UC Doorways for A-G approval.	3. Students on a college bound track, took courses that will meet the A-G requirements. Following WASC accreditation, we submitted 9th and 10th graders courses for UC approval.			
4. SOUL will offer an increasing amount of elective classes in each of our first 4 years of operation (broad course of study).	4. Students took required elective classes in the 2018-2019 school year. In the 2018-2019 school year, students had some flexibility/choice in electives.			
5. SOUL will offer after school enrichment opportunities to students at least 2 days a week.	5. SOUL offered tutoring two days a week after school on Tuesdays and Thursdays. We also offered tutoring during the school day during Conscious Meal Time (lunch) on Tuesdays-Fridays.			
6. Increase the percentage of English Learner students showing growth towards English Proficiency by 5% in each year until we reach 90%.	6. SOUL did not serve English Language students in our first year of operation.			
7. SOUL will establish a baseline on the SBAC in 2017-18 and achieve at least 2% growth annually.	7. SOUL students took the SBAC in 2017-18 to establish the baseline. The data for the 2018-19 school year is forthcoming.			

8. English Learner reclassification rate established in 2017-18 and achieve at least 2% growth annually.

8. SOUL did not serve English Language students in our first or second year of operation.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Tracking and Assessing Student Academic and Holistic Growth and Development:</p> <ol style="list-style-type: none"> <li>1. Administer NWEA MAP Assessments in ELA and Math at least two times per year.</li> <li>2. Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English and reclassifying them as needed.</li> <li>3. Implementing beginning and end of year Holistic Survey.</li> <li>4. Students conduct Presentations of Growth twice per year.</li> <li>5. Students conduct quarterly Exhibitions of learning.</li> </ol>	<p>Student academic and holistic growth was assessed and tracked:</p> <ol style="list-style-type: none"> <li>1. Administration of the NWEA MAP assessment in ELA (reading and language) and Math conducted three times during the school year: Fall, Winter, and Spring per grades 7- 10.</li> </ol> <p>Additional:</p> <ul style="list-style-type: none"> <li>-Students completed RARE(E) Exploration Evaluations at the end of each 9/18 week project.</li> <li>-Students checked Power School weekly and composed an email to their parents detailing their academic standing in each course and their plan for improvement if applicable.</li> </ul> <ol style="list-style-type: none"> <li>2. Our student population did not include English Language Learners this year and therefore the ELPAC was not administered.</li> <li>3. Administered Holistic Evaluation in the Fall and the Spring. Additionally, students completed a Personalized Growth Plan which included their holistic goals in each building block (mental power, emotional intelligence, social skills, physical well-being, and</li> </ol>	<p>\$20,000 LCFF Base; LCFF S/C 4000, 5000</p>	<p>\$6,000 LCFF Base; LCFF S/C 4000, 5000</p>

	<p>personal development) each quarter and tracked their progress toward goals.</p> <p>4. Students conducted presentations of Growth and Self, two times per year, at the semester mark and at the end of year. Additionally, student led conferences were conducted.</p> <p>5. SOUL held two Exploration Nights at the end of each 18 week semester.</p>		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> <li>College bound students will work towards satisfying their A-G requirements through their RARE(E) Explorations.</li> <li>Get RARE(E) Explorations UC Approved.</li> <li>All RARE(E) Explorations are scaffolded and differentiated to meet the needs of all learners.</li> </ol>	<ol style="list-style-type: none"> <li>College bound students worked toward satisfying their A-G requirements through the courses they were assigned.</li> <li>All 9th and 10th grade core and elective courses were submitted for UC approval. Courses submitted include: <ul style="list-style-type: none"> <li>-English: 9 and 10</li> <li>-History: World and United States</li> <li>-Math: Algebra and Geometry</li> <li>-Science: Earth and Space, Biology</li> <li>-Visual and Performing Arts: Art</li> <li>-Spanish: Spanish 1</li> </ul> </li> <li>All Explorations were scaffolded and differentiated to meet the needs of all learners.</li> </ol>	<p>Included in Goal 1, Action 1 LCFF Base 1000,3000</p>	<p>Included in Goal 1, Action 1 LCFF Base 1000,3000</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services were effective in meeting most measurable outcomes of the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures were less than what was initially budgeted for due to lower enrollment. We did not need the amount of supplies that we had initially budgeted for. Additionally, we held two exhibition nights versus four which lowered the expenses initially butgeted for.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same for the coming year.

### **Goal 3**

SOUL will create a conscious and intentional culture in which students are safe, celebrated, and free while families are engaged and involved in our process.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

### **Annual Measurable Outcomes**

Expected	Actual
Maintain a minimum of 95% attendance.	ADA was 88.92 at the P2 reporting period. Attendance rate was 94.66%.
Establish baseline chronic absenteeism rate in 2017-18 and decrease by 2% annually.	Chronic absenteeism rate in 2017-18: 18.27% Chronic absenteeism rate in 2018-19: 13.67% = decrease of 4.6%
Maintain suspension, expulsion, and dropout rates under 5% in each year.	Suspension rate: 8.54%      Expulsion rate: 0%      Dropout rate: 0%
At least 95% of all SOUL students will graduate from High School.	First graduating class is anticipated in 2021.
At least 85% of parents and students will report positive scores on questions relating to school culture and community.	<p>91% of parents and 80% of students rated the following statements between a 7-10 (1=strongly disagree, 10=agree wholeheartedly) on the End of Year Survey:</p> <ul style="list-style-type: none"> <li>• Parents: <ul style="list-style-type: none"> <li>• The culture and community that has been established at SOUL has been both positive and nurturing.</li> <li>• SOUL is doing a good job meeting both the personal and academic needs of my child.</li> </ul> </li> <li>• Students: <ul style="list-style-type: none"> <li>• I feel both emotionally and physically safe at school and have positive relationships with my guides and peers.</li> <li>• If I am struggling in any way, there are adults on campus I can turn to for mentoring or support.</li> </ul> </li> </ul>
80% of parents will complete at least one survey sharing their thoughts, needs, and desires for SOUL.	<p>We provided the following surveys this year in which we asked for feedback from our parents. We saw an increase in participation on these surveys from the beginning of the year. These surveys included:</p> <ul style="list-style-type: none"> <li>• An initial parent survey</li> <li>• A re-enrollment survey</li> <li>• An end of year reflection survey</li> </ul>
Provide parents with opportunities for decision-making input through a variety of monthly meetings.	<p>Parents had opportunities to share input through:</p> <ul style="list-style-type: none"> <li>• SOULfull Sessions with Leadership (held on the second Tuesday of each month)</li> <li>• Parent Synergy Organization (held monthly)</li> <li>• Parent Synergy Task Force meetings (held weekly)</li> <li>• Individual meetings w/ Executive Director</li> </ul>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Create a Conscious and Intentional Culture:</p> <ul style="list-style-type: none"> <li>Implement daily Integra lessons tied to our 5 building blocks: (Mental Power Monday, Emotional Intelligence Tuesday, Social Skills Wednesday, Physical Well Being Thursday, Personal Development Friday)</li> <li>Create and uphold class and school agreements.</li> <li>Utilize practices from Restorative Justice.</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>Implement an attendance policy.</li> <li>Monitor school attendance rates daily.</li> <li>Phone call to parents.</li> </ul> <p>Empower and engage parents through:</p> <ul style="list-style-type: none"> <li>Regular parent workshops and/or meetings</li> <li>Hosting student/parent orientation at the beginning of the school year.</li> </ul>	<p>Create a Conscious and Intentional Culture:</p> <ul style="list-style-type: none"> <li>Integra curriculum was developed and implemented by teachers on staff.</li> <li>School wide agreements were created during orientation week. When agreements weren't upheld, our behavior policy was enacted.</li> <li>School attendance rates were monitored daily.</li> <li>Restorative justice practices were utilized including restorative circles.</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>Implemented an attendance policy.</li> <li>Monitored school attendance rates daily.</li> <li>Phone calls to parents were made.</li> </ul>	<p>700,000 (\$503,000 included in Goal 1, Action 1, \$7k in Goal 1, Action 4) LCFF Base 1000, 2000, 3000</p>	<p>524,964 (\$336,964 included in Goal 1, Action 1, \$70,000 included in Goal 1, Action 3) LCFF Base 1000, 3000</p>

Administer annual parent survey to obtain feedback and input about the school's program.	<p>Empower and engage parents through:</p> <ul style="list-style-type: none"> <li>• SOULfull Sessions were held every second Tuesday of the month.</li> <li>• "Growing the Family Workshops" were held.</li> <li>• Monthly Synergy Parent Organization meetings were held.</li> <li>• Individual meetings were held with parents and administration.</li> <li>• Student and parent orientation took place at the beginning of the year.</li> </ul> <p>Administered an end of year reflection survey to obtain feedback and input about the school's program.</p>		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Have staff trained and implement restorative justice, and/or positive discipline, or nonviolent communication practices.	Staff received training in positive discipline practices. Administration modeled restorative justice and non violent communication practices.	\$7,500 LCFF Base; LCFF S/C 5000	\$1,100 LCFF Base; LCFF S/C 5000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented, however, we found that our staff could have benefitted from additional trainings specific to restorative justice, positive discipline, and nonviolent communication practices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services were effective in meeting most measurable outcomes of the goal. Suspension rates were higher than anticipated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some personnel changes warranted the decrease in salaries. Salaries and staff were adjusted in accordance with our enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal will remain the same for 2019-2020 school year. The action/services for Action Item 2 will be ramped up include additional trainings that staff will participate in that are aligned with our behavior plan and aimed at driving down suspension rates.

# Stakeholder Engagement

LCAP Year: 2019–20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The involvement process in developing the 2019-20 LCAP goals, actions and services has included many levels and avenues of participation, feedback and input from stakeholders (students, parents/guardians, staff, and community) including those representing unduplicated students and subgroups. Data received by these measures helped guide and determine which LCAP metrics, actions, and services need revision. The involvement process included, but was not limited to:

- Parent Information Sessions for prospective parents
- Board of Directors Meeting
- Direct Communication with Executive Director: weekly one on one meetings with Director.
- Exploration Night and POG/POS: Students showcased their work and presented it to the community.
- Monthly SOULfull Sessions to communicate goals and progress and listen to parents' wants, needs, and recommendations.
- Synergy Parent Organization: Parents identify needs of the school and work in collaboration to address them.
- Student Ambassadors: share feedback on school culture, are involved with hiring, and provide Student Information Sessions.
- Feedback from Student Led Conferences.
- Essential Meeting for All SOUL Parents: shared MAP Data and budget goals for the year.
- Data from surveys: Initial Parent Survey, Semester Survey, End of Year Reflection Surveys included questions corresponding to LCAP goals.
- SOULful Development: Weekly professional development with staff.
- Making revisions and aligning the LEA budget to the 8 State Priorities and activities identified.

By continuing to consult with our stakeholders throughout the process, we are better able to meet their needs as we move forward.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The stakeholder feedback and review of data informed the development of LCAP goals, actions, and services. Throughout the year as data was gathered, adjustments were made to our approach to our LCAP goals to ensure that we are addressing them as thoroughly as possible.

The engagement process re-affirmed the goals that we had in place and the need to continue our work in these 3 goals as well as our focus on using growth-related metrics. Staff and parents provided input into budget needs as it relates to school LCAP goals. Staff feedback included the need for increased training related to restorative justice and positive discipline practices as well as meeting the needs of our diverse student population including those with special needs. In addition, feedback from all stakeholders indicated the need for an alternate facility as we continue to grow and expand our program.

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

### Goal 1

All students will receive instruction from appropriately credentialed teachers, who will provide curriculum and instruction aligned to the academic standards, in a functional academic environment.

#### State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

## Identified Need:

The success of a school can be measured by the quality of its teachers. Teachers that are highly qualified and passionate about their craft, have the ability to engage students, empower them to foster a genuine love of learning, and provide a safe, positive environment where students can thrive.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SOUL will maintain 100% fully credentialed and appropriately assigned teachers (1A)	Establish baseline in 2017-2018.	Establish baseline in 2017-2018. Actual data for 2017-2018: 100% of teachers held appropriate credentials.	100% of teachers will hold appropriate credentials. Actual data for 2018-2019: 100% of teachers held appropriate credentials.	100% of teachers will hold appropriate credentials.
Percent of CCSS covered for all students including English Learners, through RAREE Explorations, as reported by each core curriculum teacher (1B)	Establish baseline in 2017-2018.	Establish baseline Actual data from 2017-2018: All core academic teachers covered at least 80% of the CCSS & NGSS standards.	All core academic teachers will cover at least 80% of the CCSS and NGSS standards. Actual data from 2018-2019: All core academic teachers covered at least 80% of the CCSS & NGSS standards.	All core academic teachers will cover at least 80% of the CCSS and NGSS standards.
School facility will receive rating of good or better on FIT report (1C)	Establish baseline in 2017-2018.	Establish baseline	Site will meet required operating standards. Actual data from 2018-2019: Site met required operating standards.	New site. Site will meet required operating standards, overall score of at least "Good" as measured by FIT.

All SOUL teachers (100%) will participate in at least 30 hours of professional development each year.	Establish baseline in 2017-2018.	100% of teachers participated in at least 30 hours of professional development each year.	100% of teachers will participate in at least 30 hours of professional development each year.  Actual data from 2018-2019:  100% of teachers participated in at least 30 hours of professional development each year.	100% of teachers will participate in at least 30 hours of professional development each year.
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## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Employ and recruit highly qualified teachers. Assign teachers to the subject and grades that they are qualified to teach. Teachers align CCSS to curriculum and report amount of CCSS's covered in each Exploration and each school year.	Employ and recruit highly qualified teachers. Assign teachers to the subject and grades that they are qualified to teach. Teachers align CCSS to curriculum and report amount of CCSS's covered in each Exploration and each school year.	Employ and recruit highly qualified teachers. Assign teachers to the subject and grades that they are qualified to teach. Teachers align CCSS to curriculum and report amount of CCSS's covered in each Exploration and each school year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	555,000	503,000	378,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000, 3000	1000, 3000	1000, 3000

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Annual Leasing Costs including maintenance to ensure a clean and safe campus.

Ensure the facility is in good repair as evidence by completing the FIT Report.

2018-19 Actions/Services

Annual Leasing Costs including maintenance to ensure a clean and safe campus.

Ensure the facility is in good repair as evidence by completing the FIT Report.

2019-20 Actions/Services

Annual Leasing Costs including maintenance to ensure a clean and safe campus.

Ensure the facility is in good repair as evidence by completing the FIT Report.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	125,000	95,000	90,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5000	5000	5000

**Budgeted Expenditures**

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement an inclusion model in which assistant teachers work in partnership with Core Content teachers to meet the needs of special ed and EL students.	Continue to implement an inclusion model in which assistant teacher(s) work in partnership with Special Education teacher(s) and Core Content teachers to meet the needs of Special Ed and EL students.	Continue to implement an inclusion model in which with Special Education teacher(s) work in partnership with core content teachers to meet the needs of Special Ed and EL students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	90,000	100,000 (\$73,000 included in Goal 1, Action 1)	103,490 (included in Goal 1, Action 1)
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000, 3000	1000, 2000, 3000, 5000	1000, 2000, 3000, 5000

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide Special Education Services: <ul style="list-style-type: none"> <li>• Occupational Therapist Services</li> <li>• Speech Language Pathologist Services</li> <li>• Psychologist Services</li> <li>• Other Services as determined by an Individualized Education Plan (IEP)</li> </ul>	Provide Special Education Services: <ul style="list-style-type: none"> <li>• Occupational Therapist Services</li> <li>• Speech Language Pathologist Services</li> <li>• Psychologist Services</li> <li>• Other Services as determined by an Individualized Education Plan (IEP)</li> </ul>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		50,000	96,000
Source		LCFF Base & SPED Funds	LCFF Base & SPED Funds
Budget Reference		1000, 2000, 3000, 5000	5000

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide teachers with at least 30 hours of Professional Development in relation to aligning and implementing state standards, differentiation, project based and experiential learning, and restorative practices.

Provide teachers with at least 30 hours of Professional Development in relation to aligning and implementing state standards, differentiation, project based and experiential learning, and restorative practices.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		7,500	15,000
Source		LCFF Base, LCFF S/C	LCFF Base, LCFF S/C
Budget Reference		5000	5000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Students will master the Common Core State Standards through a diverse and dynamic curriculum that includes all A-G requirements, a variety of Electives, a thorough Holistic Curriculum, and extracurricular enrichment.

### State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### Identified Need:

In order to meet the needs of today's students in today's world, we must offer a robust curriculum that is relevant, applicable, relatable, experiential, and engaging. In order to thrive, students' education must extend beyond acquisition of knowledge. Students must develop mentally, socially, emotionally, physically and personally so that they can achieve both mental and life mastery.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At least 70% of students will demonstrate growth on the MAP assessment when comparing start of year data with end of year data.	Establish baseline in 2017-18.	Establish baseline  Actual data from 2017-2018: At least 70% of students demonstrated growth on the MAP assessment from Fall to Spring.	At least 70% of students demonstrated growth on the MAP assessment from Fall to Spring.  Actual data from 2018-19: 65% of students demonstrated growth on the	At least 70% of students will demonstrate growth on the MAP assessment from Fall to Spring.

			MAP assessment from Fall to Spring	
At least 70% of students will demonstrate holistic growth when comparing start of year Holistic survey with end of year Holistic survey.	Establish baseline in 2017-18.	<p>Establish baseline</p> <p>Actual data from 2017-2018: 70%+ of students demonstrated holistic growth.</p>	<p>At least 70% of students of students will demonstrate holistic growth when comparing start of year and end of year surveys/ assessments.</p> <p>Actual data from 2018-19: 80% of students demonstrated holistic growth when comparing beginning of year benchmark assessments to end of year surveys/ assessments.</p>	At least 70% of students of students will demonstrate holistic growth when comparing start of year and end of year surveys/ assessments.
A-G Requirements will be met through a series of 4, RAREE Explorations.	Establish baseline in 2017-18.	<p>Unable to establish baseline of A-G completion. First graduating class with be 2021.</p>	<p>Unable to establish baseline of A-G completion. First graduating class with be 2021.</p> <p>Actual data from 2018-19: Following WASC accreditation, we submitted 9th and 10th grade courses to UC Doorways for A-G approval.</p>	Unable to establish baseline of A-G completion. First graduating class with be 2021.
SOUL will offer an increasing amount of elective classes in each of our first 4 years of operation (broad course of study).	Establish baseline in 2017-18.	<p>Establish baseline</p> <p>Offered elective courses that were assigned to students.</p>	Will offer an increase in elective courses offered from previous year.	Will offer an increase in elective courses offered from previous year.

SOUL will offer after school enrichment opportunities to students at least 2 days a week.	Establish baseline in 2017-18.	Establish baseline Actual data from 2017-2018: Offered after school enrichment opportunities three days a week: Monday, Tuesday, and Thursday.	Offer after school enrichment opportunities at least 2 days a week.	Offer after school enrichment opportunities at least 2 days a week.
Increase the percentage of English Learner students showing growth towards English Proficiency by 5% in each year until we reach 90%.	Establish baseline in 2017-18.	Establish baseline Actual data from 2017-2018: SOUL did not have any English Learner students.	SOUL did not have any English Learner students in the 2018-19 school year.	Establish baseline using MAP if English Learners are enrolled.
SOUL will establish a baseline on the SBAC in 2017-18 and achieve at least 2% growth annually.	Establish baseline in 2017-18.	Establish baseline	Growth of at least 2% annually.	Growth of at least 2% annually.
English Learner reclassification rate established in 2017-18 and achieve at least 2% growth annually.	Establish baseline in 2017-18.	Establish baseline Actual data from 2017-2018: SOUL did not have any English Learner students.	Establish ELPAC baseline if applicable- not applicable.	Establish ELPAC baseline if applicable.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

## 2017-18 Actions/Services

Tracking and Assessing Student Academic and Holistic Growth and Development:

Administer NWEA MAP Assessments in ELA and Math at least two times per year.

Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English and reclassifying them as needed.

Implementing beginning and end of year Holistic Survey.

## 2018-19 Actions/Services

Tracking and Assessing Student Academic and Holistic Growth and Development:

Administer NWEA MAP Assessments in ELA and Math at least two times per year.

Administer CELDT/ELPAC assessment for students whose Home Language Survey identifies a language other than English and reclassifying them as needed.

Implementing beginning and end of year Holistic Survey.

## 2019-20 Actions/Services

Tracking and Assessing Student Academic and Holistic Growth and Development:

Administer NWEA MAP Assessments in ELA and Math at least two times per year.

Administer ELPAC assessment for students whose Home Language Survey identifies a language other than English and reclassifying them as needed.

Implementing beginning and end of year Holistic Survey.

Students conduct Presentations of Growth twice per year.	Students conduct Presentations of Growth twice per year.	Students conduct Presentations of Growth twice per year.
Students conduct quarterly Exhibitions of learning.	Students conduct quarterly Exhibitions of learning.	Students conduct quarterly Exhibitions of learning.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	108,000	20,000	6,000
Source	LCFF Base	LCFF Base; LCFF S/C	LCFF Base; LCFF S/C
Budget Reference	4000, 5000	4000, 5000	4000, 5000

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All school

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

<p>Offer 4 RAREE Explorations for each A-G requirement.</p> <p>Get all RAREE Explorations UC Approved.</p> <p>All RAREE Explorations are scaffolded and differentiated to meet the needs of all learners.</p>	<p>College bound students will work towards satisfying their A-G requirements through their RARE(E) Explorations.</p> <p>Get RARE(E) Explorations UC Approved.</p> <p>All RAREE Explorations are scaffolded and differentiated to meet the needs of all learners.</p>	<p>College bound students will work towards satisfying their A-G requirements through their RARE(E) Explorations.</p> <p>Get RARE(E) Explorations UC Approved.</p> <p>All RARE(E) Explorations are scaffolded and differentiated to meet the needs of all learners.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	113,000	Included in Goal 1, Action 1	Included in Goal 1, Action 1
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000, 5000	1000, 3000	1000, 3000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

SOUL will create a conscious and intentional culture in which students are safe, celebrated, and free while families are engaged and involved in our process.

### State and/or Local Priorities addressed by this goal:

State Priorities: [State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

### Identified Need:

School culture is one the greatest contributing factors to a student's success and well-being. It is vital that the school establishes a conscious and intentional culture in which students; families, teachers, and staff are honored and valued. By creating a positive school culture, and by taking a proactive (versus reactive) approach, students are intrinsically motivated to learn.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain a minimum of 95% attendance.	Establish baseline in 2017-18.	Establish baseline Actual data from 2017-2018: P2 ADA 55.27	Maintain a minimum of 95% attendance. Actual data from 2018-2019: Attendance rate=94.66%	Maintain a minimum of 95% attendance.

Establish baseline chronic absenteeism rate in 2017-18 and decrease by 2% annually.	Establish baseline in 2017-18.	Establish baseline  Actual data from 2017-2018: 18.27%	Decrease absenteeism rate by 2% annually  Actual data from 2018-2019: 13.67%=decreased by 4.86%	Decrease absenteeism rate by 2% annually
Maintain suspension, expulsion, and dropout rates under 5% in each year.	Establish baseline in 2017-18.	Establish baseline  Actual data from 2017-2018: <ul style="list-style-type: none"> <li>• Suspension Rate 2017-2018: 6%</li> <li>• Expulsion Rate 2017-2018: 0%</li> <li>• Dropout Rate 2017-2018: 0%</li> </ul>	Maintain suspension, expulsion, and dropout rates under 5%. Actual data from 2018-2019: <ul style="list-style-type: none"> <li>• Suspension Rate 2017-2018: 8.54%</li> <li>• Expulsion Rate 2017-2018: 0%</li> <li>• Dropout Rate 2017-2018: 0%</li> </ul>	Maintain suspension, expulsion, and dropout rates under 5%.
At least 95% of all SOUL students will graduate from High School.	Establish baseline in 2017-18.	First graduating class is anticipated in 2021.	First graduating class is anticipated in 2021.	First graduating class is anticipated in 2021.
At least 85% of parents and students will report being “satisfied” or “very satisfied” with the school culture and community on their End Of Year Survey.	Establish baseline in 2017-18.	Establish baseline Actual data from 2017-2018: <ul style="list-style-type: none"> <li>• 96% of parents</li> <li>• 73% of students</li> </ul> Gave a rating of a 7-10 (1=strongly disagree, 10=agree wholeheartedly) on questions relating to school culture and community on the End of Year Survey.	85% of parents and students reported positive scores on questions relating to school culture and community.	85% of parents and students will report positive scores on questions relating to school culture and community.
80% of parents including parents of unduplicated pupils and individuals with exceptional needs will complete at least one survey sharing their thoughts, needs, and desires for SOUL.	Establish baseline in 2017-18.	Establish baseline	80% of parents will complete at least one survey sharing their thoughts, needs, and desires for SOUL.  Actual data from 2018-19:	80% of parents will complete at least one survey sharing their thoughts, needs, and desires for SOUL.

			80% of parents completed at least one survey sharing their thoughts, needs, and desires for SOUL	
Provide parents with opportunities for decision-making input through a variety of monthly meetings.	Establish baseline in 2017-18.	<p>Establish baseline</p> <p>Actual data from 2017-2018:</p> <ul style="list-style-type: none"> <li>• SOULfull Sessions w/ Leadership (second Tuesday of the month).</li> <li>• Parent Synergy Organization (meets monthly)</li> <li>• Individual meetings w/ Director</li> </ul>	<p>Opportunities for decision-making input through a variety of monthly meetings w/ parents.</p> <p>Actual data from 2018-2019:</p> <p>Opportunities for decision-making input through a variety of monthly meetings w/ parents:</p> <ul style="list-style-type: none"> <li>• SOULfull Sessions w/ Leadership (second Tuesday of the month).</li> <li>• Parent Synergy Organization (meets monthly)</li> <li>• Synergy Task Force meetings (meets weekly)</li> <li>• Individual meetings w/ Director</li> </ul>	Opportunities for decision-making input through a variety of monthly meetings w/ parents.

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All students

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Create a Conscious and Intentional Culture:

- Implement daily Integra Lessons tied to our 5 building blocks (Mental Power Monday, Emotional Intelligence Tuesday, Social Skills Wednesday, Physical Well Being Thursday, Personal Development Friday)

2018-19 Actions/Services

Create a Conscious and Intentional Culture:

- Implement daily Integra Lessons tied to our 5 building blocks (Mental Power Monday, Emotional Intelligence Tuesday, Social Skills Wednesday, Physical Well Being Thursday, Personal Development Friday)

2019-20 Actions/Services

Create a Conscious and Intentional Culture:

- Implement daily Integra Lessons tied to our 5 building blocks (Mental Power Monday, Emotional Intelligence Tuesday, Social Skills Wednesday, Physical Well Being Thursday, Personal Development Friday)

<ul style="list-style-type: none"> <li>• Create and uphold class and school agreements.</li> <li>• Monitor school attendance rates daily.</li> <li>• Utilize practices from Restorative Justice.</li> </ul> <p>Empower and engage parents through:</p> <ul style="list-style-type: none"> <li>• Regular parent workshops and/or meetings</li> <li>• Hosting student/parent orientation at the beginning of the school year.</li> <li>• Administer annual parent survey to obtain feedback and input about the school's program.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and uphold class and school agreements.</li> <li>• Utilize practices from Restorative Justice.</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• Implement an attendance policy.</li> <li>• Monitor school attendance rates daily.</li> <li>• Phone call to parents.</li> </ul> <p>Empower and engage parents through:</p> <ul style="list-style-type: none"> <li>• Regular parent workshops and/or meetings</li> <li>• Hosting student/parent orientation at the beginning of the school year.</li> </ul> <p>Administer annual parent survey to obtain feedback and input about the school's program.</p>	<ul style="list-style-type: none"> <li>• Create and uphold class and school agreements.</li> <li>• Utilize practices from Restorative Justice.</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• Implement an attendance policy.</li> <li>• Monitor school attendance rates daily.</li> <li>• Phone call to parents.</li> </ul> <p>Empower and engage parents through:</p> <ul style="list-style-type: none"> <li>• Regular parent workshops and/or meetings</li> <li>• Hosting student/parent orientation at the beginning of the school year.</li> </ul> <p>Administer annual parent survey to obtain feedback and input about the school's program.</p>
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	72,000	700,000 (\$503,000 included in Goal 1, Action 1, \$7k in Goal 1, Action 4)	531,740 (\$378,000 included in Goal 1, Action 1)
Source	LCFF Base	LCFF Base; LCFF S/C	LCFF Base; LCFF S/C
Budget Reference	5000	1000, 2000, 3000	1000, 2000, 3000

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Have staff trained and implement restorative justice, and/or positive discipline, or nonviolent communication practices.

Have staff trained and implement restorative justice, and/or positive discipline, or nonviolent communication practices.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		7,500	Included in Goal 1, Action 5
Source		LCFF Base; LCFF S/C	LCFF Base; LCFF S/C
Budget Reference		5000	5000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

\$ 28,637

Percentage to Increase or Improve Services

3.73%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups. Services and supports for focus students (unduplicated students) will be increased and improved by at least 3.73%, as compared to services and supports provided to all students for fiscal year 2019-20. The school will meet this proportionality percentage through improved services for focus students in order to promote equity and excellence for all students.

Many of the practices and strategies utilized at SOUL are based upon the research of the Buck Institute, Bob Costello, Jane Nelson, Nel Noddings, Kathryn Parker Boudett, Robert Marzano, Philip Warrick, Cameron Rains, and Richard Dufour.

Focused Strategies: Designed for the principal benefit of unduplicated students:

- Teachers will analyze unduplicated student data during professional development, collaborate to refine instructional practices, and ensure proper scaffolding and/or intervention supports are provided.
- Provide unduplicated students with the school supplies needed to access and supplement instruction.
- Provide curriculum (through Integra) that supports students in the obstacles they face outside of school, provide intervention, and enrichment opportunities after school.

Schoolwide Strategies: Designed for the benefit of unduplicated students:

- Goal 1, Action 5: Provide professional development related to standards, instruction, BPL, differentiated instruction and support for our academically diverse student population.

- Goal 2, Action 1: Provide increased data metrics, analysis, and reporting to monitor and inform instruction.
- Goal 3, Action 1: Ensure positive school culture, strong attendance, and parent involvement.
- Goal 3, Action 2: Increase staff training on restorative justice practices and positive discipline through continued training.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

### **Comprehensive Support and Improvement**

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

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

### **Annual Update**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

# Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*