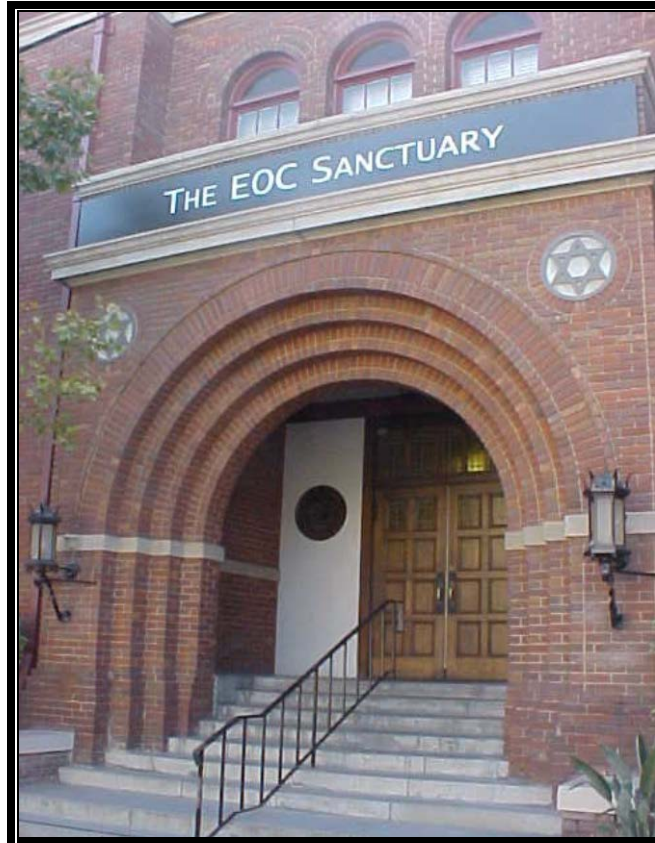




Fresno **Economic Opportunities Commission**

**SCHOOL OF UNLIMITED LEARNING
CHARTER HIGH SCHOOL**

2336 Calaveras St. Fresno, CA 93721



CHARTER PETITION RENEWAL

July 1, 2018 – June 30, 2023

Submitted to:

Fresno Unified School District

Date Submitted: March 28, 2018

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I. ASSURANCES

As the authorized lead petitioner, I, Brian Angus, hereby certify that the information submitted in this petition for the renewal of a California public charter school, the “Fresno Economic Opportunities Commission/School of Unlimited Learning” hereafter referred to as SOUL or Charter School), located within the boundaries of the Fresno Unified School District is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand the Charter School shall

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to EC sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. EC 47605(c)(2)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- Be deemed the exclusive public school employer of the employees of the SOUL for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- Not require any child to attend the Charter School nor any employee to work at the Charter School.
- Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Maintain at all times all necessary and appropriate insurance coverage.
- For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D) \
- Follow any and all other federal, state, and local laws and regulations that apply to SOUL including but not limited to the following:
- SOUL shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - SOUL shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - SOUL shall comply with any jurisdictional limitations to locations of its facilities.
 - SOUL shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - SOUL shall comply with all applicable portions of the No Child Left Behind Act.
 - SOUL shall comply with the Public Records Act.
 - SOUL shall comply with the Family Educational Rights and Privacy Act
 - SOUL shall comply with the Ralph M. Brown Act.
 - SOUL shall meet or exceed the legally required minimum of school day.

Brian Angus, Chief Executive Officer
 Fresno Economic Opportunities Commission

Date

II. EXECUTIVE SUMMARY

Introduction

Established in 1998, the School of Unlimited Learning (SOUL) was Fresno's first charter high school. Operated by the Fresno Economic Opportunities Commission (Fresno EOC), SOUL has provided a unique educational alternative for nearly 20 years to thousands of high school students, many of whom have a history of low academic achievement and are not currently benefitting from the academic and support services in the traditional classroom setting. Average and high achieving students also choose SOUL when in need of more comprehensive social services and all students attending SOUL receive the extra, individual attention they need to succeed. Since 2007, SOUL has been classified as a school under the Alternative Schools Accountability Model (ASAM) due to its at-risk student population. SOUL's clearly defined mission is "to provide comprehensive learning experiences in a manner, and in an environment, that enables students to obtain skills, knowledge and motivation to be self-directed, life-long learners as they mature toward self-sufficiency". SOUL addresses the needs of its students through a myriad of individualized academic strategies as well as case management, mental health counseling and coaching, opportunities for increased school connectedness and a focus on improved attendance and behavior.

During the past five years, SOUL's leadership team has provided a well-defined vision and focus for increased student achievement. SOUL's continuous program improvement plan calls for annual staff training to assist teachers in delivering a relevant, Common Core standards-based curriculum using instructional practices that engage all students. Through its professional development efforts, SOUL has refined its commitment to instructional effectiveness by assisting teachers in identifying gaps in pedagogical skills and knowledge to better meet student academic needs and charter goals.

Achievements

SOUL has been fully accredited by the Western Association of School and Colleges since 2008, with SOUL receiving the maximum six-year accreditation term in 2017. For the past 10 years, the WASC process has provided SOUL stakeholders a model for continuous improvement. This process necessitates the involvement and participation of all stakeholder groups; has led to the development of SOUL's Expected Schoolwide Learning Results (ESLRS); identified SOUL's strengths and areas for improvement; and resulted in the development of an action plan which has served to chart the course of SOUL's future. SOUL's WASC Action Plan, in conjunction with its charter goals, laid the foundation for its Local Control Accountability Plan (LCAP), which has been reviewed and updated on an annual basis since the 2014/2015 school year. SOUL's LCAP mirrors the school's WASC Action Plan goals and charter goals.

SOUL has also undergone a transformation with respect to curriculum development. Since 2014, SOUL has been revising its curriculum to better prepare students to meet state performance standards. Since the inception of Smarter Balanced testing, SOUL has outperformed most similar schools in both ELA and math. Likewise, SOUL has met or made progress toward meeting most

of its charter goals. Additionally, in June 2017, SOUL submitted 13 core academic courses for UC “a-g” approval, all of which were accepted. Along with UC “a-g” approval submissions, core teachers have developed reflective lesson plans, which emphasize the core knowledge and skills students are expected to learn, including concepts, theory and texts. As a result of ongoing Common Core training, teachers craft lesson plans that provide adequate detail about the content, while outlining and describing major themes, topics and sub-topics of each unit of study. Each lesson plan includes grade-level common core standards, as well as literacy and ELD standards, providing evidence of the level of rigor and the development of essential critical thinking skills. Literacy is taught throughout the curriculum and ELD standards are embedded schoolwide into each subject area.

Over the past five years, SOUL has made strides with respect to preparing students to become viable participants in a developing workforce. SOUL students ages 16 and over are offered the opportunity to participate in elective courses that allow them to explore their potential careers. In 2014, SOUL developed a partnership with Bitwise Corporation to offer a Coding/Computer Literacy course and formed a partnership with Central California Legal Services which provides students exposure to careers in the legal profession through the Street Law and Mock Trial programs. During the 2015-2016 school year, SOUL expanded its career course offerings to provide more opportunities to actively engage students in career exploration. New courses consisted of website development and video production. SOUL’s Youth Mentoring Program, which is part of the Child Care Career Pathway, provides internship hours in Early Head Start/Head Start centers, and offers a stipend and scholarship opportunities to students completing the program.

During the 2016/2017 school year, SOUL entered into a partnership with IdeaWorks, a neighborhood non-profit trade organization, to provide an innovative, hands-on experience for students in the areas of woodworking, laser-cutting, welding, robotics, ceramics and 3D printing. With a focus on safety, skills, and process, IdeaWorks has set a strong foundation in these trades. It has allowed students to explore and refine their abilities in these potential career areas while earning elective credits toward their high school diploma.

Intervention resources for skills-deficient students, including English learners, have increased over the past five-year period. Students with deficiencies in reading and math are assigned individualized reading and/or math prescriptions to bring them to grade level. For independent study students, a tutorial schedule was devised for all skills-deficient students, with scheduled time to work on their prescriptions before or after their appointments, or at any time before, during, or after school. The inclusion of Achieve 3000’s reading improvement program into all core classes has provided additional support to students through a differentiated instructional approach. Achieve 3000 is aligned with State of California Core standards, and also incorporates literacy and ELD standards. It has proven to be a valuable supplemental tool in developing literacy skills and increasing lexile levels. All teachers maintain a tutorial one day per week after school hours to assist independent study students performing below grade level in reading and math. Classroom-based students are also encouraged to stay after school during tutorial hours to work on their prescriptions.

Areas for Improvement/Growth

A comprehensive review of SOUL's Charter Goals over the past five years reveals progress has been made in some areas with respect to increased student achievement, while some deficiencies exist in other areas. Notwithstanding increases in intervention resources, scores for reading and math reveal a slight downward trend for three consecutive years. A primary cause for the decline in reading and math scores is that most independent study students have not taken advantage of their tutorial options and have not made their math and reading prescriptions a priority. Moreover, monitoring of student progress and growth in reading and math proficiency has been inconsistent.

Overall, comparing SOUL's California Assessment of Student Performance (CAASPP) results to those of traditional, comprehensive high schools and similar schools, SOUL has outperformed similar schools in most areas, while lagging behind traditional schools. Increased efforts must be made to ensure that a greater percentage of students meet or exceed the standards in both English language arts (ELA) and math.

SOUL has identified curricular gaps in its math program, specifically in regards to preparing students for the CAASPP Math test. More than half of SOUL's 11th grade students enroll well into their 11th grade year and have not previously passed Algebra I. Few 11th graders have the opportunity to take Algebra II prior to their taking the CAASPP Math test. A large percentage of the questions on the CAASPP Math include Algebra II standards. Curricular changes are needed to address this challenge.

A detailed analysis of CAASPP data, reading and math proficiency, CAHSEE results, graduation rate, suspension, and attendance information are contained in Element B of this charter.

Action Plan

A strategic, prescriptive approach is needed to address deficiencies. To reverse the downward trend in ELA and math proficiency, in Spring 2018, SOUL formalized a process to monitor mandatory prescriptions for all students in both instructional programs. Student progress and growth in reading and math proficiency is consistently monitored by teachers on a weekly basis. Moreover, skills-deficient students in both the classroom-based and independent study programs will be required to take an additional ELA and/or math skills course to address their deficiencies. English learners enrolled in independent study will be assigned an English intervention class every week in addition to their independent study coursework.

In response to SOUL's achievement gap in CAASPP ELA and Math, SOUL will utilize NWEA's Measures of Academic Progress (MAP) Interim Assessments, which are designed to measure a student's academic achievement and to calculate academic growth throughout the year. Beginning in the 2018-2019 school year, the Interim Assessments will be administered in the fall,

winter, and spring of each year. Interim Assessments will serve as quarterly benchmarks, since they are aligned to California Common Core English language arts and math standards. Teachers will use MAP assessment results to guide instruction, which will provide a comprehensive picture of student learning: how much they've grown, what they're ready to learn, and the specific skill gaps they need to master.

To address the curricular gap in math, SOUL will develop an integrated curriculum which incorporates Algebra 1, Algebra II, and Geometry standards. All 11th grade students who have not passed algebra I at the beginning of their 11th grade year will be placed into an Integrated Math course to ensure that they will have been introduced to Algebra II standards prior to taking the CAASPP test. Moreover, this course will provide college-bound students with better preparation for post-secondary education by reinforcing previously learned standards in Algebra I and Geometry. Algebra II will be offered to all students who have completed Algebra I and Geometry by the end of their 10th grade year.

Conclusion

Assessment data has been extremely useful to SOUL staff over the past five years in charting our course through continuous program improvement in alignment with our WASC Action Plan and Local Control Accountability Plan. SOUL's refined charter goals for the next five years will ensure a carefully and well-planned monitoring process so that staff, students, parents, and other stakeholders can be better informed of student progress. A well-crafted and relevant professional development plan will continue to ensure that high quality common core instruction is evident in all classrooms by assisting teachers to seek the most effective ways to meet the academic needs of their students. SOUL's future academic performance will continue to demonstrate the school's commitment to curricular and instructional improvement, as well as the delivery of crucial individualized support services. In the end, increased student achievement is ultimately the gauge by which SOUL's charter goals will be measured.

III. BACKGROUND

The Board of Commissioners of the Fresno Economic Opportunities Commission (Fresno EOC) presents this petition to the Fresno Unified School District Board of Trustees for a renewal of a charter school located within the jurisdiction of the Fresno Unified School District. As permitted by state law, this petition has been developed to provide additional choice for parents and their students who exhibit distinct academic and social needs. Most students who benefit from enrollment in the School of Unlimited Learning Charter High School have demonstrated a greater need for academic support and social services than what is available in the traditional educational system.

Fresno EOC is widely recognized as one of the largest nonprofit community action agencies in the United States. Founded in 1965, following the passage of the Economic Opportunity Act of 1964, the agency has spent the past five decades investing in people to help them become self-sufficient. The broad scope of Fresno EOC's services provides links in the human service system in Fresno County and throughout the Central San Joaquin Valley. Fresno EOC is vital to the community's well-being. Guided by its motto, "Helping People, Changing Lives", Fresno EOC acts as a vehicle to ensure equal access to education, employment, housing, and healthy living conditions as mandated by the Federal Economic Opportunities Act. The agency currently serves more than 150,000 individuals each year through over 30 programs addressing the needs of the poor through education, employment, training, transportation, nutrition, energy conservation, and emergency energy assistance. For over 52 years, Fresno EOC has built a strong foundation of services that offer support to people in all phases of life.

In response to the growing number of high school dropouts among children of adults receiving Fresno EOC services, the Board of Commissioners submitted a petition to operate a charter school for high-risk, disadvantaged youth in the Fresno metropolitan area. In July 1998, the School of Unlimited Learning Charter High School became Fresno Unified School District's first charter high school. With the granting of this charter, SOUL became an alternative education option to help educate an increasing population of at-risk students.

The School of Unlimited Learning Charter High School, operated by Fresno EOC, provides educational services, as well as social support services, to high school youth and their families to strengthen the possibilities of their becoming productive, self-reliant members of the community. By submitting this charter renewal to provide alternative educational services to students in grades 9 through 12, Fresno EOC believes that SOUL will continue its success in providing comprehensive educational services to youth in the Fresno Metropolitan area who may otherwise be at risk of dropping out of high school.

IV: REQUIRED CHARTER ELEMENTS

Element A: Description of School's Education Program

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." California Education Code §47605(b)(5)(A)(i). If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).

Vision and Purpose

The vision for Fresno Economic Opportunities Commission's School of Unlimited Learning is for the student to be a self-directed learner, a collaborative worker, and a complex thinker who is equipped with the skills and self-confidence to be productive and self-sufficient as an adult through work and community service.

Mission Statement

The mission of the School of Unlimited Learning Charter High School is to provide comprehensive learning experiences in a manner and in an environment that enables students to obtain skills, knowledge, and motivation to be self-directed, life-long learners as they mature toward self-sufficiency.

The Students We Serve

The School of Unlimited Learning (SOUL) presently serves, educates and works with students residing primarily within the Fresno metropolitan area. The students, ages 14 to 22, and grades 9 through 12, have not yet received a high school diploma and many are at high risk of dropping out of school. The majority of SOUL students reside in economically depressed areas within the Fresno metropolitan area. Most targeted youth have a history of low academic achievement due primarily to poor attendance in their previous schools. Many of these young men and women have arrived at SOUL bearing a history of low academic achievement. A review of their scholastic career typically reveals a failure to benefit from available support services in the traditional school system, and a possible need for more comprehensive social services.

The School of Unlimited Learning has been an asset to the Fresno community in serving at-risk youth for nearly 20 years. SOUL’s target population can be largely defined as students who are habitually truant, severely credit deficient, pregnant or parenting, or part of the juvenile justice system and at risk of dropping out of school. Since 2007, SOUL has been classified as a school under the Alternative Schools Accountability Model (ASAM) due to its student population.

As depicted below, upon enrolling more than 90% of SOUL students have been identified as chronic truants. Nearly 50% of SOUL’s enrollment consists of 12th grade students, the majority of whom have been previously enrolled in three or more high schools. Over 75% of all SOUL students are 11th and 12th graders who are significantly behind in credits due to past patterns of truancy. SOUL students often lack access to basic health services and are lacking life skills that prepare them to be self-reliant in today’s economy. Most SOUL students live in low-income neighborhoods with high incidents of gang and criminal activity. Many students come from homes plagued by substance abuse, domestic violence, and neglect.

SOUL Student Profile

- ◆ 90% have been identified as chronic truants.
- ◆ 90% come from homes where the parent is unemployed or underemployed.
- ◆ 94% are socioeconomically disadvantaged, qualifying for free and reduced meals.
- ◆ 73% are 11th and 12th graders and severely credit deficient.
- ◆ 40% have parents that never completed high school.
- ◆ 11% are teen parents.
- ◆ 5% are in the juvenile justice system or wards of the court.
- ◆ 7% are or have been homeless.

Grades Served	9th-12th
1st Year of Operation	July 1, 1998
Oct. 2017 CBEDS Enrollment	155
Free and Reduced Lunch	94%
Special Education	13%
English language learners	13%
American Indian	1%
African American	8%
Asian	3%
Hispanic	79%
Caucasian	9%

Table I: School and Student Demographics Taken from CBEDS October 2017

SOUL plans to educate each student in accordance with the educational plan set forth in this charter petition. Each barrier or factor discussed above is addressed through instruction, individualized counseling, case management, and dropout prevention services within the school's program design.

What Does it Mean to Be an Educated Person in the 21st Century?

Twenty-first-century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with respect for diverse cultures. Twenty first century students will need to continue to master the three R's required of 20th century learners, but will have also mastered the four Cs: critical thinking, creativity, communication, and collaboration. The 21st century learner demonstrates digital literacy as well as civic responsibility, and becomes a self-directed lifelong learner by preparing for post-secondary education that will lead to a sustainable career. Twenty-first-century learning connects relevant and engaging content to skill. Success in the 21st century requires knowing *how* to learn. Students today will likely have several careers in their lifetime. They must develop strong critical thinking and interpersonal communication skills in order to be successful in an increasingly fluid, interconnected, and complex world. Today's students have access to powerful learning tools that allow them to locate, acquire, and even create knowledge much more quickly than ever before. But simply being able to search for information on the internet is no substitute for true understanding. Today's students need to develop skills to find knowledge. Educated individuals in the 21st century are able to overcome life's challenges by applying learned knowledge to become productive, financially independent, and self-reliant members of the community.

The School of Unlimited Learning is committed to providing its students a quality educational experience with the academic resources and non-academic supportive services they will need to overcome barriers such as poverty, skill deficiency, teen pregnancy, truancy, depression, and homelessness, to name a few. To address these barriers, SOUL provides the necessary interventions, resources, and individualized learning environments which focus on improving literacy skills and college and career readiness. All SOUL students are provided a standards-driven curriculum, imparted through a direct interactive instructional model. SOUL students have access to technology through internet-accessible laptops located in all classrooms. SOUL students are provided career exploration opportunities to prepare them to become self-reliant lifelong learners and competitive in today's career market. As reflected in its Expected Schoolwide Learning Results (ESLRS), which were developed in response to 21st century learner needs, Fresno EOC's School of Unlimited Learning believes that students who are taught to become critical thinkers, information processors and effective communicators will possess the vital knowledge and skills to meet and overcome life's challenge in the 21st century, assuring them a brighter future in preparing them for career opportunities and economic independence.

Expected Schoolwide Learning Results

In order to obtain skills, knowledge, and motivation to be self-directed, life-long learners as they mature toward self-sufficiency in the 21st century, the students at the School of Unlimited Learning will be:

Effective Communicators

- Demonstrate ability to read, write, speak and listen for a variety of reasons
- Possess social and cultural literacy skills to function productively in today's society

Academic Achievers

- Demonstrate mastery of basic skills, especially in Math and English Language Arts.
- Demonstrate proficiency in all core academic subjects.

Critical Thinkers and Problem Solvers

- Analyze, synthesize, and apply information.
- Apply problem-solving and decision-making skills to real life situations.

Information Processors

- Demonstrate the ability to effectively access resources and information in the community.
- Locate, access, organize, evaluate, and supply information for a complex and technological world.

Self-Directed Lifelong Learners

- Set, pursue, and accomplish realistic and challenging goals.
- Develop a post-secondary (college and/or career preparation) plan that clearly reflects the options and choices available to them upon graduation.

Responsible and Productive Citizens

- Demonstrate healthy, responsible behavior and work collaboratively and respectfully in an ethnically, culturally, linguistically and socio-economically diverse community.
- Recognize and respect the rules and processes that govern society.

Instructional Methodology- How Learning Best Occurs

Education is best delivered through verifiable research-based instructional practices. Student assessment data is used to modify curriculum and promote individualized or differentiated instruction. Measurable student outcomes are monitored, evaluated, and sustained for long term growth. SOUL has adopted a comprehensive approach to addressing each student's academic, social, and personal needs. Innovative instructional approaches, coupled with case management, counseling, and truancy prevention services, will promote greater academic and personal success among students. SOUL firmly believes that learning best occurs when students feel connected to the school and learning environment, and when parents are given the adequate resources to assist their child in becoming successful learners.

SOUL offers a classroom-based program and an Independent Study program. Both components of SOUL's educational program are located at the Fresno EOC Sanctuary Youth Center at 2336 Calaveras Street. SOUL's instructional staff consists of 11 fully credentialed, full-time teachers, who serve an average of 75 classroom-based students, and 130 Independent Study students per semester. Both the classroom-based and Independent Study programs offer the same rigorous academic, standards-based curriculum, as well as supportive services, such as case management, mental health counseling, and access to extra-curricular activities. A majority of the students who enroll in either program are credit deficient and at risk of dropping out of school.

Classroom-Based Program

The School of Unlimited Learning provides 180 days of instruction for classroom-based and Independent Study students. For the classroom-based students, classes are held Monday through Friday according to the School's board-approved calendar, bell schedule and instructional minutes. SOUL's calendar is the same as that of Fresno Unified School District. All classes in the classroom-based program are 60 minutes in length, with the exception of SOUL's afternoon block-schedule classes, which are 105-minutes two days per week. Mondays are minimum days, with teacher planning time and scheduled staff development in the afternoon. SOUL's daily schedule exceeds the number of minutes required by Education Code Section 47612.5(a)(1).

Independent Study Program

The Independent Study program is an optional educational alternative. Students cannot be required to participate. Students who choose the Independent Study component typically face scheduling conflicts within a traditional school day. They voluntarily enroll in this alternative instructional program.

Independent Study students are scheduled for a minimum of one hour per week, but are able to access and benefit from the additional services available at any time. In addition to providing a comprehensive high school curriculum, SOUL also offers its Independent Study students a wide

array of support services, including personal and mental health counseling, case management, access to health services, family services, and childcare services.

Prior to entering SOUL's Independent Study program, students must articulate a compelling reason or need for the Independent Study alternative, such as a physical disability, pregnancy, lack of childcare, family hardship, or an identified personal, social, or mental health issue which prevents them from attending school on a daily basis. Like the classroom-based program, SOUL's Independent Study program offers a standards-based curriculum. In recent years, a concerted effort has been made to bring about greater alignment in regards to the Independent Study curriculum and grade level standards. The recent curricular alignment between the classroom based and Independent Study programs has increased the rigor of Independent Study.

Course Curriculum

During the 2017/2018 school year, SOUL submitted and received UC "a-g" approval through the University of California's High School Articulation Department of its core science, math, English, and social science courses. Curriculum for SOUL's core subjects is aligned with Common Core State Standards. Grade level standards are taught in all core academic classes each day. As a charter school, we are free to explore alternative types of curriculum, which may or may not be state mandated. Most SOUL students are skills deficient, and reading below grade level. Consequently, supplemental materials are utilized to facilitate student understanding of the subject matter, without compromising the grade level standard. In other words, a 10th grade student reading at the sixth grade level can still learn 10th grade standards in English Language Arts, but the readability of the supplemental materials is more comprehensible to the student. In recent years, most traditional textbook-based curriculum has given way to a standards-driven curriculum. All core curriculum materials are selected in accordance with the content standards. SOUL's goal is to provide high quality, engaging materials that assist students in becoming proficient in all core content areas. All core academic teachers are tasked with reviewing materials in light of student assessment data to determine if there is a need to modify curriculum to increase performance outcomes.

California's 1997 academic content standards and the more recent Common Core State Standards (CCSS) for English Language Arts and Mathematics are equal in their level of rigor and call for high expectations of all students. However, the Common Core Standards provide for additional skills and knowledge necessary in a global economy and technology-rich workplace. Under the CCSS, students will learn to work collaboratively and use digital media to express and present evidence-based fiction and non-fiction literary analysis. The CCSS also focus on extending mathematical thinking to real-world challenges so that students develop a depth of understanding and an ability to solve everyday problems through the power of mathematics.

The School of Unlimited Learning is fully committed to the complete and successful implementation of the Common Core State Standards (CCSS). Since the 2014/2015 school year, SOUL has received Common Core Implementation training from the K-12 Center for College & Career Readiness. For the past four years, all staff development efforts have focused on best

practices in preparing teachers for the implementation of the Common Core Standards and integration of English Language Arts literacy into all areas of the curriculum.

SOUL's reflective lesson planning incorporates core, literacy, and ELD standards in each unit of study, incorporating differentiated instructional approaches for English Learners. SOUL efforts to align its curriculum and instruction delivery ensure that all SOUL students have access to the Common Core State Standards, literacy standards, and ELD standards. SOUL continues to receive professional development ELD training through Fresno Unified's English Learner Services' Office. SOUL, which is fully accredited by the Western Association of Schools and Colleges (WASC), is actively committed to a continuous academic improvement. WASC provides a structure for continuous school improvement as an ongoing process. This has helped SOUL to analyze, evaluate, and improve its instructional program. This increases academic rigor through the development and implementation of best practices in curriculum and instruction. SOUL's commitment to program improvement will continue to play a pivotal role in its implementation of the Common Core.

Scope and Sequence

Each year pacing calendars are updated to ensure alignment of curriculum and instruction with grade level standards. Pacing calendars address specific standards on a weekly basis. The pacing calendar describes when each standard should be taught and shows the specific locations of each standard in the adopted texts. Supplementary materials continue to be created to address any tested standards not adequately covered in the adopted textbooks. All tested standards are strategically designed to be taught and reviewed before test dates.

Each course offered at SOUL has a developed scope and sequence, as well as a developed course description. Teachers use pacing charts to teach curriculum in accordance with state standards. Students are expected to demonstrate performance objectives in accordance with the state standards. Students are administered formative exams, benchmark tests, and summative exams to determine if standards are being mastered and which skills need to be re-taught. Students who fall below mastery level are given additional instruction and assessment in specific areas. Tutoring is available after school four days per week to all students who fall behind and require additional assistance.

Direct Instruction and Common Core

In all classrooms, teachers utilize differentiated and direct instruction to deliver common core lessons that are aligned to state standards. Achieve 3000 is incorporated into every subject to increase reading skills. All teachers write lesson objectives and standards on the board. Daily essential questions to lessons, checking for understanding, pair sharing, collaborative work, and the use of technology can be observed in all classrooms. Reflective unit plans, along with regular assessment of student learning and deliberate assessment planning based on the standards within the unit plans, are used school wide. ELD strategies such as contextualization and front-loading are used across curriculum.

Strategies are also utilized to engage students by using academic vocabulary, collaborating orally and encouraging interaction with others. Guest speakers and field trips are incorporated into the school day to provide hands-on experiences for specific careers. Staff meets to discuss student issues and to share best practices on a regular basis.

Teachers submit lesson plans that are based upon core, literacy, and ELD standards, as well as the school's ESLRs, direct instruction, checking for understanding, increasing DOK levels by clustering standards with literacy or math practice standards. Reflective lesson plans incorporate summative and formative assessments. They utilize direct instruction, scaffolding and constant CFU (checking for understanding). There are daily assignments with student input on lesson delivery, one-on-one teacher/student conversations, group and individual content projects and essays with rubrics. Teachers have daily tutorial hours after school for students in need of support and can assign specific students to attend these sessions as needed. Strategies are employed where students offer and justify opinions with evidence and oral presentations. This keeps students engaged while they collaborate and interact with each other.

Deconstruction of standards facilitates the identification of specific cognitive tasks and content details, as well as facilitating the creation of lessons with specific purpose. Deconstructing the standards helps the teacher process the learning outcomes and organize lessons strategically. With such a small student population teachers can easily recognize the needs of each student. In small classes teachers are able to work one-on-one with students in class or in small groups to ensure that the students are learning. Checking for understanding, random questioning, writing responses, guided questions and peer teaching are strategies used throughout lessons. Peer observations are done on a regular basis and unit plans are modified as needed. Students are placed in intervention classes to increase reading and math skills, when needed, for core classes.

Use of Student Data to Support Teachers

Teachers routinely use data to guide instructional decisions and meet students' learning needs. Data is used as an ongoing tool to formulate strategies to raise student achievement and implement instructional changes. Assessments and assignments are provided to students that reflect what students understand and how they are mastering standards.

Data from classwork and homework assignments, Achieve 3000 (lexile levels), Accuaccess Prescription progress, and daily interaction with students are all utilized to adjust teaching for the most effective delivery of curriculum. Information from the student's Pathways dashboard (i.e., registration/enrollment, student's accommodations based on IEP's and EL status) along with teacher/staff observation and parent feedback are also used to adjust teaching.

Accuaccess scores and Lexile levels are used to determine student groups for many classes, and progress is monitored to move students between groups as needed.

Periodic assessments throughout the unit lessons and formative assessments are given on a regular basis. If students do not perform well on an assessment teachers will go back and reteach before moving on to the next standard.

School Pathways is used to monitor 504 Plans, IEP accommodations/modifications and to identify EL students so that assignments can be modified to fit student needs. As special groups show improvement or fall behind, teaching is adjusted for particular students as deemed necessary.

Literacy is continually monitored and recognized through Accuaccess tests, prescriptions, and lexile advancements. Lesson plans and curriculum are aligned with state standards for teaching common core. Discipline data and IEP data also helps with strategies to better teach students. Data provides teachers with information as to how students are progressing. As data is updated, teachers are able to modify teaching strategies, objectives and expectations. The data received from PLATO and other assessments helps to drive the instruction. Data is often used to assign study groups and to help address the needs of SPED and EL students.

- Attendance data is used to assist teachers in identifying students who are in need of make-up work & after-school tutorial time.
- Behavioral and discipline data, as well as IEP's and 504 Plans are used to help develop learning plans and strategies for supporting students special needs and teacher effectiveness.
- Reading, writing, and Lexile data are used to determine complexity of documents/texts, strategic mixed-ability groupings of students, and scaffolding strategies to support struggling students/readers/writers.

During weekly meetings, the results from the data noted above are discussed by teachers. Teachers review whether the current implementation of teaching strategies and curriculum are achieving the expected results. Improvements and suggestions are brainstormed by all teachers.

Lesson plans are developed to ensure that each assignment is aligned with the state's common core standards in literacy, and ELA. This ensures that all students including SPED and EL students are meeting the standards for their individual grade levels. ESLR's are used as a tool to motivate the students and to utilize positive reinforcement when they achieve their individual goals.

Lexile Levels as an Intervention Tool

Intervention is utilized based on scores from the Plato Accuaccess test and from Lexile Levels assessed through Achieve 3000. This data helps teachers determine if students need intervention, tutoring and/or modifications of work assignments and teaching strategies. Through the Achieve pretest, the lexile level is used to set goals for students to become career and college ready. Assessments for reading and math given at the beginning of the year to our students through Plato are used to assign prescriptions to intervene and raise students to the

appropriate level of reading and math. Students work on these prescriptions throughout the semester.

Lexile levels measure the difficulty of texts and the reading capacity of students. By knowing Lexile levels the teacher can determine what strategies to incorporate into their lesson plans to help students build on vocabulary and comprehension along with writing skills. Lexile levels are also important when the teacher is providing background knowledge and the purpose for reading the text. The Lexile score can be used as a screening tool for student performance to gain an understanding of the gaps in student skill levels. Lexile levels can be used to place students in strategic groups for group work and projects. If students score low on their initial test they can be assigned to an Intervention class if further assessment indicates that the student is truly lacking grade level skills.

Targeted Strategies Across All Subject Areas

The following strategies have been implemented across the curriculum in both core and elective subjects to increase reading levels and promote greater student engagement:

- Reading for meaning (active reading): identifying major ideas, purpose, themes; raising questions; making inferences, reading to improve Lexile levels;
- Relevant education: drawing connections with what students are learning in school to their own experiences, other texts, and the world. Academic vocabulary instruction with tier 2 & 3 terms includes opportunity for meaning inquiry (synonyms, antonyms, examples, characteristics, etc.).
- Critical thinking: encouraging students to think of alternative answers, alternative strategies of problem-solving, and interrogating the validity of statements. Essential questions are asked in lessons to increase rigor in the classroom, make the content applicable to students' lives and increase academic achievement.
- Collaborative learning: project-based learning where students collaborate to complete a task.

Intervention Courses, Electives and Services to English Learners

SOUL's intervention program is regularly reviewed and evaluated to increase its effectiveness. CAASPP, CELDT, Accucess and other diagnostic tests are used to properly place students into intervention classes where they are provided remediation in addition to their grade-level classes. Intervention classes are used to bolster sub grade level skills in math and reading.

Additionally, all students must continue to receive at least one grade-level English Language Arts and math class if they are to do well on the CAASPP Smarter Balanced tests. The focus of regular classes is on grade-level content. Training is provided to teachers in differentiated instructional practices where the sub-skills are adjusted, but grade-level content is not. For example, utilizing low level reading materials while performing a grade-level analysis allows students to learn at grade-level pace.

SOUL continues to develop new elective courses for students in both the Independent Study and classroom based program. Elective courses, like all core courses, are taught by appropriately credentialed teachers, and include subjects like Personal and Family Living, Introduction to Careers, Street Law, Ideaworks, Child Development, Computer Literacy and Life Skills. In addition, Edmentum/Plato is the online software used at SOUL for credit recovery, and is offered to both classroom based students and Independent Study students as elective credits. Afternoon block classes are an additional option for Independent Study students who wish to enroll in a classroom based elective course two days per week. During the 2017/2018 school year, an increased number of Independent Study students participated in elective courses.

Other Methods of Instructional Delivery

Edmentum/Plato

Plato is an online, web-based program used by SOUL students for credit recovery courses. The online UC approved curriculum has enabled dozens of SOUL students to achieve success, learn at an individualized level and benefit from an instructional experience and pace that meets their unique needs. Students work on Plato at school and at home. Plato provides 21st century learning opportunities for students whose academic needs stretch beyond the constraints of the traditional classroom. Since so many of SOUL students are credit deficient, Plato provides an opportunity for students to earn additional credits by retaking a class they have previously failed while employing the accelerated use of technology. Plato's self-paced interactive curriculum, along with its internet-based features, has proven successful for non-traditional learners. The web-based curriculum is accessible from any internet connection. Plato includes courses in the core subjects of History and Geography, Math, Language Arts, and Science, as well as a variety of electives.

Technology in the Classroom

As part of its program improvement plan, The School of Unlimited Learning has made a focused effort to integrate technology into the curriculum, especially in the core academic areas of reading and math. By using technology as a tool, SOUL students communicate effectively and globally, work collaboratively, use critical and analytical thinking skills, and use information wisely and responsibly. Staying informed and active in the technology community ensures that SOUL students and teachers receive the most up to date information and that technology is consistently used to enhance SOUL's curriculum. SOUL's ultimate goal is to prepare its students for a prosperous and productive future in a rapidly changing world.

Technology is available to students and teachers in classrooms and in independent study. All classrooms are equipped with computers and internet access. Computers with internet access are also available to Independent Study students who need to complete projects, conduct research, develop English and Math skills or complete online credit recovery lessons. Computers are also located in the school's Career Center for students to complete online career assessments. SOUL's online credit recovery program, as well as its web-based English and math

intervention curriculum, is available to eligible students during and after traditional school hours. Computers are available to teachers and all students, including but not limited to special education and English Language Learners during school and after school hours. Each teacher is issued a laptop and a tablet.

During the school day, students use technology in a variety of ways. Each classroom at SOUL is equipped with mounted data projector. In SOUL's Reading Intervention classes, students reading below grade level utilize the Achieve 3000 web-based literacy program to develop English skills. Over the past five years, all teachers have increased the use of various content area specific software programs to enhance instruction. Students use the internet to gather research for Science and English projects. In Social Science classes, students have access to computers to better understand maps, geographic features and concepts. Students use the computers to enhance reports and essays by using keyboarding and other technology skills. Recent technological advances include the installation of an interactive smart board in the Math room.

All teachers integrate technology into instruction. Most teachers currently use the Internet to research curriculum topics and enhance lesson plans. They use email to communicate with colleagues and students. Teachers submit lessons plans to school administration via email, Dropbox, and Google Docs. Electronic bulletins are used throughout the school to share information. Some teachers use presentation software to introduce units of study in content area subjects, and have their students submit assignments electronically through Schoology, email, or Google docs.

Serving Students with Disabilities

SOUL is compliant with all applicable state and federal laws in providing services to students with disabilities, including Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Improvement Act (IDEIA) and all other civil rights enforced by the U.S. Department of Education Office of Civil Rights. SOUL functions as a public school of the District for purposes of providing special education and related services pursuant to Education Code Section 47641(b). It complies with all state and federal laws related to the provision of special education instruction and services and all SELPA policies and procedures, and utilize appropriate SELPA forms. SOUL is solely responsible for its compliance with Section 504 and the ADA. The SOUL campus is accessible for all students with disabilities. Students with disabilities who enroll in SOUL shall be provided services as outlined in the MOU with the Fresno Unified School District.

Student Study Team

SOUL uses a systematic, problem-solving approach to assist students who are not making adequate progress. The school implements appropriate interventions for a student at the earliest indication of student need in order to ensure the student's success. If students are experiencing academic, social/emotional, behavioral, attendance, health and/or other needs, a Student Study Team (SST) meeting is held. The purpose of the Student Study Team is to: (1) inform parents of their child's progress and offer suggestions which may reinforce academic success; (2) lend

ideas which support and/or modify the student's regular education program, and (3) decide whether or not assessment is needed to determine eligibility for Section 504 or for Special Education. Anyone who has a concern for a student can refer that student for an SST meeting. This meeting, which includes the identified student, his parent/guardian, teachers, a case manager, an administrator and any other pertinent personnel, acts as a forum for discussing identified concerns, as well as to consider all information relevant to the unique needs of the child. The team shares information about the student's strengths, their observations, and interventions/strategies that have been used in the past. The SST is a regular education function that addresses concerns and needs of identified students, and generates strategies for enhancing the success of the child. The SST tailors appropriate interventions to meet the unique needs of each student.

Section 504 of the Rehabilitation Act

SOUL recognizes its legal responsibility to ensure that no one with a disability is excluded from participating in, or denied benefits of, any program of the Charter School. Disability in this context refers to a physical or mental impairment which substantially limits one or more major life activities, including, but not limited to, learning. Any student who has such an identified disability is eligible for accommodations by the Charter School under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The SOUL 504 team is a multidisciplinary team comprised of school staff members who are knowledgeable about the student being evaluated and who have an understanding of the evaluation data and placement options. The parent/guardian, as well as any other individuals pertinent to the well-being of the child, is encouraged to be involved in this process.

The 504 team reviews the student's existing academic, social and behavioral records, and makes a determination as to whether a 504 Plan is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services, those evaluations may be used to help determine eligibility under Section 504. The 504 team assesses the nature of the student's disability and the impact upon the student's education.

If the 504 team deems the student qualified, the team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a Free and Appropriate Public Education (FAPE). A 504 plan describes the Section 504 disability and provides a combination of services and/or accommodations necessary to enable the student to receive the maximum benefit from their education at SOUL.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education are given a copy of the student's 504 Plan. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the Plan, and continued eligibility.

If during the evaluation or review, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA is made by the 504 team.

Services for Students under the “IDEIA”

The Charter School provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the District/SELPA. The Charter School remains a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). No student shall be denied enrollment based on disability. SOUL shall comply with dispute resolution process of the FUSD SELPA.

As a public charter school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, SOUL ensures the appropriate referral, assessment, IEP development, modification and implementation procedures.

The School of Unlimited Learning acknowledges the importance of cooperating with Fresno Unified School District to ensure FAPE is offered to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records.

Pursuant to the guidelines stipulated in the Memorandum of Understanding between the School of Unlimited Learning and the Fresno Unified School District:

- Special Education Staff assigned by the Fresno Unified School District performs evaluations for students in need of tri-annual and initial assessments.
- SOUL’s Guidance Counselor, or other appointed staff, serves as a coordinator between FUSD and SOUL personnel. The assigned coordinator stays abreast of federal and state laws and stays in close contact with the FUSD staff to ensure compliance.
- All IEPs are completed on Fresno Unified forms.
- The FUSD special education staff and assigned coordinator from SOUL ensure that SOUL teachers and administrators are given adequate notification of IEP meetings.
- The assigned FUSD special education staff informs the SOUL’s Principal, parents, and students of any IEP meetings. The assigned coordinator assists as necessary to insure that parents are present at IEP meetings.

- The assigned coordinator or registrar informs the assigned FUSD special education staff or district immediately if a special education student is dropped from SOUL or if a new special education student is requesting enrollment into the SOUL program.
- The assigned FUSD special education staff informs the SOUL Principal and teachers of any special accommodations for special education students.
- All SOUL staff understands and complies with accommodations and/or modifications recorded within a student's IEP or 504 plan. Teachers ensure substitute teachers are provided with information necessary to ensure full implementation of IEPs or 504 plans.
- All special education records are kept in a secure and locked cabinet. All appropriate FUSD staff have access to these records as needed.
- SOUL understands its responsibility to provide special education instruction and related services to students enrolled in the school regardless of a student's district of residence.
- The FUSD school psychologist provides crisis counseling as needed.

Serving English Learners

Overview

The School of Unlimited Learning meets all applicable legal requirements for the English Learner (EL) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent-English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. EL students are identified through the Home Language Survey and, beginning in 2017, the English Language Proficiency Assessments for California (ELPAC). The Guidance Counselor Coordinator serves as SOUL's EL Coordinator. EL students are redesignated upon meeting guidelines for redesignation.

Home Language Survey

The Charter School administers the home language survey upon student enrollment into the Charter School. Upon enrollment, every student, regardless of racial or ethnic background, is asked to complete a Home Language Survey (HLS) and a student enrollment form, which includes additional questions regarding home language. Upon request, home language surveys are translated and provided in the students' home language. The home language survey asks four questions that assist the school in determining the appropriate follow-up for the student. The

Home Language Survey serves to identify students who come from homes where a language other than English is spoken, and does so in a manner that is equitable, comprehensive, and not based upon assumptions or stereotypes. The Home Language Survey is not used to assess or determine language proficiency. It is used as an indicator for additional assessment and data gathering.

CELDT/ELPAC Testing

If a student's Home Language Survey indicates that a language other than English is spoken in the home, student academic records are reviewed to see if the student has been designated an English Learner at their previous school or district. Student records are also reviewed to obtain the student's proficiency level. If student records are not available, the student is referred for assessment by Fresno Unified School District to determine initial proficiency levels and determine if language support services are necessary, and if so, the degree of services offered.

Students that have an established English Learner proficiency level and updated assessments are tested each year using the California English Language Development Test (CELDT). The English Language Proficiency Assessments for California (ELPAC) will be the successor to the California English Language Development Test (CELDT), which has been the required state test for English language proficiency that must be given to students whose primary language is other than English. Students also complete the Accucess Language Arts assessment each year. The results of these assessments, along with teacher recommendations, are used to determine whether the student meets the criterion for redesignation as fluent English proficient.

SOUL continuously makes a concentrated effort to maximize parent involvement and participation for parents of EL students. A Bilingual Advisory Committee was established in 2017 to further engage parents of English learners. The Bilingual Advisory group has active input along with all parents, staff, students, and the community stakeholders into SOUL's annual LCAP plan.

Educational Theory and Approach

The program for English Learners is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. Students are taught the California Common Core State Standards, which incorporate California Literacy Standards and English Language Development Standards into daily instruction. The choice and combination of strategies used takes into consideration individual student needs, Federal, State, and local guidelines, academic best practices, and parent input. SOUL provides an option of classroom based instruction or Independent Study to English learners. In addition to academic vocabulary reinforcement, teachers use adapted language to assist students in understanding content. Teachers also utilize gestures and visual aids to reinforce vocabulary acquisition.

Differentiated Instruction for English Learners

SOUL's classroom-based program uses an immersion model for English Learners. All EL students have access to the core curriculum and grade level standards, and are also enrolled in an English intervention class. Teachers identify all EL students in their classes and include in their lesson plans differentiated instruction to accommodate their needs. The differentiated instruction is designed at a readability level that accommodates the EL student and, at the same time, ensures that the core content is at grade level. Small class sizes allow for individualized learning and additional student support.

The SOUL model of differentiated instruction requires teachers to be flexible in their approach to teaching, curriculum adjustment, and presentation of information to English Learners. Classroom teaching is a blend of whole-class, group and individual instruction. Achieve 3000 is incorporated into every subject to increase reading skills. ELD strategies such as contextualization and front-loading are used across curriculum. All teachers write lesson objectives and standards on the board. Daily essential questions to lessons, checking for understanding, pair sharing, collaborative work, and the use of technology can be observed in all classrooms.

In classes with English Learners, teachers speak slowly, use frequent modeling, avoid using slang and idiomatic speech, use multi-sensory instruction and hands-on activities. They relate information, as much as is possible to their students' prior knowledge and they scaffold instruction. To enhance academic achievement, teachers create a language-rich classroom with several different media (books, magazines, newspapers, audio-tapes, video tapes, and computer software), enabling students to access different learning styles and also help build connections. SOUL's annual professional development plan includes multiple English learner strategies and plans for successful implementation and incorporation into daily instruction.

Assessments are regularly utilized in all subject areas to monitor the English Learners' attainment of literacy skills. Assessments may be formal (curriculum-embedded) or informal, including interviews, surveys, and performance assessments. Pre and on-going assessments provide teachers a tool for monitoring the progress of all students, including English Learners. English Language Development materials are analyzed on a regular basis to ensure that each level of instruction represents a more advanced level of English acquisition.

In 2017, SOUL adopted Listenwise, a listening comprehension platform available to advance literacy and learning. Used in several SOUL classrooms, Listenwise improves English Learners' language skills with engaging listening practice, and assists students in building various depths of knowledge, from recall to strategic and extended thinking.

Since 2016, SOUL has utilized Flocabulary in core and elective classes. Flocabulary uses a hip-hop video platform to help students master standards-based academic skills and content while building core literacy skills through engagement, mastery and student creativity. Regular classroom evaluations of teachers are conducted to ensure that teachers are incorporating differentiated instructional strategies into their lessons to help English Learners succeed.

Professional Development

Teachers receive ongoing training in English Language Development differentiated instruction by educational consultants. English Language Development training incorporates strategies to ensure that all students understand grade level content. The focus of the training is the use of differentiated instruction for the varying ELD Levels.

Transition/Exiting

The goal of the English Language Development program at SOUL is English Language proficiency and demonstration of mastery in grade-level standards. Through ongoing evaluation of formative assessments such as CELDT/ELPAC, Accucess and Achieve 3000, students are evaluated for transition through the stages of English proficiency towards redesignation. SOUL has adopted a standard for student transition and redesignation that includes academic performance, including CELDT, Accucess, Achieve 3000 and teacher evaluation.

A student is eligible for redesignation based on the following criteria:

- Students must perform at a proficiency level of 800 or above on the on the Accucess Reading Test
- Students must perform at a level of Early Advanced or Advanced on the overall score and at least Intermediate on the Listening, Speaking, Reading, and Writing subtests of the CELDT examination.
- Completion of the Teacher Observation of Oral Language Form indicating that the student is a Fluent English speaker.
- Parents are notified, and provided that they agree with the recommendation, their signature is obtained.
- Original redesignation forms are placed in student files and copies are sent to parents.

Each English Learner who meets the established multiple redesignation criteria is classified as Redesignated Fluent English Proficient (RFEP). SOUL continues to track the academic progress of students who are redesignated from the language support program to ensure that they continue to perform satisfactorily in their grade-level coursework without the additional support of the English Learner program.

Monitoring

Each year, administrative staff observes and evaluates teachers throughout the year to ensure appropriate placement and teaching practices targeted to EL students and other special populations. Administrative and counseling staff audit student files annually to ensure EL program documentation compliance. The audit ensures that student files include: assessment

results, home language surveys, redesignation forms, and any other information pertinent to adequate program placement and compliance.

Plan for Low and High Achieving Students

Students that are achieving below proficiency level are identified through Accucess, CAASPP, Achieve 3000 and teacher grade analysis. Students who are performing below grade level are assigned mandatory supplemental academic enrichment classes in order to raise academic achievement. Students also receive individualized tutoring as needed. Students who are identified as high achieving based on Accucess and Achieve 3000 assessments have the option to participate in special curricular offerings and concurrent enrollment in Fresno City College classes. Students who are considered high performing meet with the counseling staff to determine what plan is appropriate to promote continued academic challenges and educational success. Parents are informed of optional programs and classes to further enhance their child's education and abilities.

9th – 12th Courses and Content

Students in grades 9 through 12 are classified by graduation requirement year. Students who are below the expected number of credits per grade level are given opportunities for credit recovery, such as Plato, night school, and accelerated elective options. (Students enrolled in elective courses can opt to complete a project outside of the classroom to earn additional project-based credits for that particular course.) Technology is integrated in all core subject areas such as Language Arts, Mathematics, Social Studies, and Science.

Graduation Requirements

SOUL requires a total of 230 credits for a high school diploma. SOUL meets or exceeds the minimum course requirements of the California Education Code, section 51225.3.a.1, which states "At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

- (A) 30 credits in English.
- (B) 20 credits in Mathematics, including Algebra.
- (C) 20 credits in science, including biological and physical sciences.
- (D) 30 credits in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics.
- (E) 10 credits in visual or performing arts or foreign language.
- (F) 20 credits in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

Along with the minimum state requirements, the School of Unlimited Learning requires its students to complete an additional 10 credits of English, an additional 10 credits of Mathematics,

including Algebra and Geometry, an additional 10 credits of science, 5 credits of health or sociology, and 65 elective credits.

Our aim for every student at SOUL is grade level mastery of each subject area skill as determined by California the Common Core Standards. The core academic courses of the School of Unlimited Learning are aligned with the California Common Core State Standards.

SOUL teachers are credentialed by the State of California and regularly access professional development training in the pursuit of excellence in the classroom. They record weekly, monthly, quarterly, and semester student progress results, and share them with the principal, counseling staff, and parents upon request.

All standardized tests and assessments are administered (and if appropriate, evaluated and analyzed) and disseminated by the counseling staff under the direction of the school principal. A veteran counseling and teaching staff assure the reliability and validity of standardized assessments by utilizing strict security measures as outlined by the particular assessment tool. The state-mandated assessments are administered to students in the Spring.

Accuccess and Achieve 3000 document student improvement in reading and math. The pre-test is given within two weeks of a student enrolling into SOUL. The post-test is administered after ninety consecutive days of a student's enrollment each school year. The data is analyzed and results are reported to all stakeholders on an annual basis. The principal and the counseling staff analyze and evaluate data and, with teacher and student input, make recommendations for improvement in curriculum and instruction.

Categorical Funding

Consolidated Application

SOUL is a direct-funded charter school and eligible to receive Title 1A and Title IIA categorical funding. To receive eligible categorical funding, SOUL is required each year to submit the Consolidated Application, which is used by the California Department of Education to distribute categorical funds from various state and federal programs (e.g., Title I, Part A, Title IIA) to county offices, school districts, and charter schools throughout California. Every local educational agency (LEA) certifies the Spring Release data collections to document participation in categorical programs and provides assurances that the LEA will comply with the legal requirements of each program. The Winter Release of the application, certified in January of the following year, contains the LEA's entitlements for each funded program. Out of each state and federal program entitlement, LEAs allocate funds for indirect costs of administration for programs operated by the LEA.

Single School District Plan

In 2010, SOUL's LEA plan and Single Plan for Student Achievement plan were consolidated into the Single School District (SSD) Plan, which incorporates the required elements of both the LEA Plan and the SPSA. Each year, the plan is reviewed and, when necessary, revised to reflect changes in school goals. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic goals. All categorical funds are used according to federal guidelines to better serve under achieving students of the School of Unlimited Learning. SOUL's charter is designated as a schoolwide program for Title I.

Local Control Accountability Plan and WASC Action Plan

In the development of SOUL's Local Control Accountability Plan, stakeholders from all groups reviewed SOUL's current charter goals, the updated WASC action plan, Title I Schoolwide goals, and goals of SOUL's LEA Plan. The group reviewed the performance of SOUL students over the past five years to validate the need for continued improvement in the identified areas. In addition to input from community members, SOUL surveyed staff, parents, and students to determine the greatest needs and concerns from each group. SOUL's leadership team reviewed input from all stakeholders. They synthesized input to include four major goal areas in the LCAP over the next three years. The goals are fully aligned with the school's WASC Action Plan, which had a significant impact in the development of the school's LCAP:

1. Improve student academic performance by increasing reading and math levels of all SOUL Students.
2. Increase SOUL's graduation rate by offering expanded options for earning credits through flexible scheduling and more individualized instruction.
3. Create greater student connectedness to school and motivation for academic success. Increase efforts to identify, monitor, and support students who are at high risk of dropping out of school in both the classroom-based and independent study programs, and make referrals to appropriate intervention resources.
4. Increase teacher/parent communication, especially in SOUL's independent study program, where parents are less likely to become involved in school activities designed for parents.

Each of SOUL's Local Control Accountability Plan goals clearly delineates specific Expected Annual Measurable Outcomes, which mirror the benchmarks for each of the goals set forth in the WASC Action Plan.

Performance data is compiled at the end of each year to measure the degree to which SOUL has met its WASC Action Plan and LCAP goals. Each year, these data are reported in both the LCAP Annual Update and WASC Action Plan Update.

Performance data are analyzed by staff and reviewed by all school stakeholders to identify program strengths and critical needs on an annual basis. Follow-up discussions with stakeholders provide additional resources to assist SOUL in better responding to critical learner needs. Revisions to the LCAP, based on the findings of the data, are made in conjunction with annual revisions and adjustments to the WASC Action Plan.

School Connectedness & Special Support Services

Most students who enroll at SOUL arrive having lacked a connection to the traditional high school setting, leaving them unmotivated and at risk of dropping out. To address this, SOUL has developed a more diagnostic approach to providing intervention and support services to its students. In addition to the aforementioned intervention strategies dealing with a student's academic needs, special resources are made available to address the student's personal, social, mental, emotional, and in some cases, physical needs.

Many of SOUL's students have needs that reach far beyond a diagnosed deficiency in reading or Math. Their educational shortcomings can usually be traced to a history of chronic truancy, often caused by insurmountable problems in the child's life that he/she has not been able to cope with or successfully overcome.

Learning best occurs when a student's social and emotional dynamics are conducive to learning. Unfortunately, many students come to school unprepared to learn because of undue emotional stress in their lives. With the help of the case managers at SOUL, along with a plethora of prescriptive supportive services, these students receive the attention and assistance they need to overcome the barriers that have led to truancy, lack of motivation and a history of academic failure.

Each student receives case management services primarily aimed at cultivating a stronger personal and social acumen. Their ability to deal with what is often a dysfunctional family and/or environment is vital to their personal and academic development. Case managers work closely with the students to access resources provided by Fresno EOC and other community agencies to address personal, family, social, and emotional needs. In addition to case management services, SOUL offers mental health counseling through Kaiser Permanente's Psychology department, as well as additional supportive services through Fresno State's Social Work program. Case managers are available to every student at SOUL, whether enrolled in the classroom-based program or in Independent Study. A family meeting is held upon enrollment, followed by several individual meetings so that a trusting relationship can be developed. Due to the typical SOUL student's history of poor academic performance, truancy, and misbehavior, meeting with a SOUL case manager is often times the first positive interaction parents have had with the educational system in years. Case managers are well versed in student needs assessment, and appropriate service and resource referrals. Many of these referral based services are offered on, or near SOUL's campus such as:

- Mental health counseling provided by Kaiser Permanente's Psychology Department Interns.
- Personal coaching and support provided by Fresno State's Social Work Department interns.
- Temporary shelter and counseling for runaway and out-of-control youth by the EOC Sanctuary Youth Shelter.
- Child care and child development classes offered by Fresno EOC's Head Start/Early Head Start Program at SOUL's Early Head Start child development center
- Health service needs provided by Fresno EOC's health clinic.
- Housing and homelessness issues addressed by Fresno EOC's Housing Project services

For the past two years, SOUL has contracted with a local counseling center to provide Success for Life Training to SOUL students. Students and staff meet weekly in a group setting and in addition, individual coaching sessions are available upon request. Through the year, students and staff learn the power of creating a life vision and explore the dynamics of the steps necessary to translate vision into action. Students and staff build partnerships with one another while students practice goal-setting by imagining their lives in the short term and begin to build the foundation for their future. The support of partnerships is invaluable for success. Learning how to work as a team helps with developing social skills and communication skills, and has proven to have a positive impact in the classroom.

SOUL's greatest resource is not merely an academic program that mirrors other traditional and non-traditional high schools. Rather, SOUL provides a wide variety of avenues designed to connect students to school, whether it be through delivery of special resources and support services, or through participation in extracurricular activities. SOUL's alternative educational setting is a vehicle of opportunity, providing it's students a way out of their previous cycle of truancy and disconnectedness. SOUL delivers relevant prescriptive resources and services designed to increase school attendance, connectedness, and involvement in extracurricular activities. Services include home visits to identified truants, individualized counseling, parent engagement opportunities, and scheduled participation in extracurricular and community activities.

SOUL provides a host of opportunities designed to connect students with the concept of school, such as youth mentoring, career development, leadership, community service clubs, musical education, and sports. All of these programs work hand in hand to create a level of mutual respect among students and staff, and an atmosphere of engagement between the students and their education. The personal relationships established in a small school setting allow for a greater understanding, acceptance, and tolerance among staff and students.

SOUL has developed an annual parent involvement plan, which encourages parents to attend scheduled meetings and activities throughout the year. Over the past five years, increased parent participation and communication with staff has correlated with increased student attendance, academic improvement, and positive student behavior and motivation. Truancy prevention

efforts, pro-parent activities, academic support, and case management referrals have proven to lead to increased student attendance, an increased number of credits earned per semester, and more positive student behavior. SOUL's Truancy Prevention Officer works closely with the Principal to organize parent meetings focused on best practice parental strategies that can be used in addressing a child's lack of engagement in regards to education. Graduation roadmaps are developed for all 12th grade students. Graduation roadmaps include parent meetings, case management support, academic, personal, and career counseling, and a variety of community service referrals to insure a prescriptive course of action for each individual is prepared.

SOUL prides itself on developing school connectedness in each of its students. Every student is encouraged to participate in extracurricular activities. Participating in activities outside of the classroom helps students develop a relationship with the staff and educational environment, while encouraging a passion for regular attendance and pride in their accomplishments. For those students wishing to participate in sports, SOUL's athletic program welcomes them, regardless of athletic ability or previous grade point average. Some students choose to pursue the arts through learning a musical instrument, singing, painting or ceramics. Students are given several opportunities throughout the year to showcase their talents. Some students opt to participate in Leadership, where they find meaningful volunteer opportunities in their own communities, with the support and teamwork of their SOUL peers and staff. Many students enroll in the career block classes where they can explore their strengths and interests, find meaning in their education, and grow through networks in the community. Some glean value from the Youth Mentoring program where they are trained, then placed in a child care setting where they mentor pre-school age children, while receiving valuable guidance or "mentorship" themselves.

As with traditional, comprehensive high schools, SOUL offers ample opportunities for student involvement. However, SOUL distinguishes itself through its individual encouragement and relationship building with its students who have at other times felt isolated in the mainstream, and lacked the confidence to become invested in school. SOUL has earned a reputation for its ability to promote connectedness and growth in student confidence which make new students want to enroll and enrolled students want to continue coming every day. It is the support and assistance from SOUL staff that helps students ease their life stressors and free their minds to learn. It is then, and only then, that the classroom teachers can successfully impart the knowledge and expertise of their course content with a level of enthusiasm and high expectations for student success. At that point we recognize an increase in motivation to do well, the confidence to put forth greater effort to build skills which have been lacking, and the spirit to strive for academic, personal, and social growth.

Extracurricular Programs and Services

As previously mentioned, SOUL offers tutoring and remediation as part of its after-school program. Extracurricular activities are open to Independent Study students as well as classroom based students.

Charter School Athletic League

The Charter School Activities League (CSAL) was started by SOUL in 2000 as another means to improve students' commitment to education and provide positive alternatives in the form of recreational/social activities. This athletic component provides healthy, structured competition between charter schools, continuation schools, and other organized youth groups in the greater Fresno area. This program provides opportunities for students to compete with their peers and enjoy a fun, wholesome recreational environment. SOUL students are encouraged to participate in the CSAL sports program, which includes football, basketball, volleyball and mushball. At present, twelve alternative schools participate in the CSAL. Parents are invited to show their support for the school and their children by attending CSAL sporting events and are encouraged to take an active role in promoting school spirit and friendly competition. Each year, over 40 SOUL students participate in sports.

Attendance Expectations and Requirements

Students cannot learn if they do not attend school. Every SOUL student is expected to arrive to class every day or to their scheduled class appointment, on time and prepared to work with appropriate materials and assignments. Parent conferences are scheduled for students demonstrating excessive truancy. Attendance contracts are used to help students set goals and plan strategies for improvement.

The maximum number of full-day absences that a student can have in the classroom based program in any given semester is 17. When a student reaches nine absences of any kind he/she is placed on an attendance contract. If the student breaks the attendance contract due to an invalid absence, the student may be considered for withdrawal from school. A student's absence may be termed valid due to personal illness, attendance at the funeral service of member of the immediate family, or a partial or full-day absence due to a medical, dental, or court appointment. Valid absences are counted in the total number of allowable absences each semester.

There are times throughout the year that a student may be absent for more than one day due to illness, travel, or unexpected family crises. SOUL's classroom-based program offers a short-term Independent Study option for students needing to be absent for a period of two to ten school days. Pursuant to California Education Code 51747, during their short-term absence from school, students are assigned independent work, which is supervised by their parent/guardian and due upon their designated date of return. Students who successfully complete the assigned work are not marked absent during the days missed. Students who fail to submit completed assignments by the due date designated on their Independent Study contract are marked absent for all days missed. Students interested in the Short-Term Independent Study program must meet with their case manager and complete all necessary paperwork before they can participate.

A call must be placed to appropriate staff within 24 hours of a student's absence to validate that day's absence. In the case of consecutive absences due to illness, a phone call must be placed every day that the student is out in order to validate those day's absences.

By the end of the first hour of school each day, a case manager collects attendance from all (classroom-based) first period classes to identify students who are absent. Phone calls are placed to a parent/guardian for each student to inform them of the student's absence and/or to determine the reason for the absence. As part of SOUL's outreach efforts, any absent student on the "Top 25" list (students who have established themselves as one of SOUL's 25 worst truancy cases) or student in violation of an attendance contract is the recipient of a home visit. Home visits are conducted to make direct contact with the parent/guardian and determine the basis for the student's absence. If deemed necessary, the student and family are referred to additional social services.

When an Independent Study student is absent, the teacher calls the student's home during the time of the missed appointment to determine the reason for the absence. Teachers give the students an opportunity to reschedule their appointment within the same week. It is considered an absence if an Independent Study student does not meet with his/her teacher at least once per week. Every effort is made to encourage students to keep their appointment and complete all assigned work. However, after three absences, or after three appointments with no work completed, an Independent Study student may be removed from the program due to lack of progress and/or poor attendance.

Notice to Parents of Student Transferability

Upon enrolling their child in SOUL and each year thereafter, parents are notified during a scheduled orientation of SOUL's transferability and its status for "a-g" course list approval. While SOUL is in the process of obtaining the "a-g" course list approval, students have the option of taking UC-approved core courses through the concurrent enrollment program at a local adult school or on PLATO. Information in regards to course transferability to other schools and eligibility of courses in meeting college entrance requirements is also made available to parents at scheduled parent meetings and upon parental request. Each school year, the parent/guardian of each student receives a parent/student handbook that outlines each of the courses offered at SOUL.

If a student expresses a desire to return to their district high school, every effort is made to collaborate with that school's counseling staff to ensure a seamless transition back into the student's home school. The same effort applies should a student desire to transfer to another charter school or adult school. Upon request, a withdrawal form and transcript are provided to the parent and an official copy is sent to their school of choice. Every effort is made on behalf of SOUL staff to counsel the student and family regarding the transfer to ensure it is an appropriate choice for their academic success.

SOUL encourages all students to pursue the academic setting most beneficial to them. Historically, a very small percentage of SOUL students return to a traditional high school. Twelfth grade students who transfer out of SOUL typically attend another charter school, an adult school program, or simply drop out of school. In some cases, 9th, 10th and 11th grade students who choose to return to a traditional school will re-enroll at SOUL at a later time. Students often discover that upon return to a "traditional" high school, many of the same barriers and pitfalls are still present, further contributing to the students' cycle of failure.

Element B: Measurable Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Education Code Section 47605(b)(5)(B).”

Review of 2013-2018 Charter Goals

Green= met or exceeded goal, **Yellow** = making progress toward goal, **Red** = did not meet goal.

Pupil Outcomes	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets (annually)																																								
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SOUL will increase the annual pass rate of the California High School Exit Exam in both and Language Arts	California High School Exit Exam	Annually	Minimum increase of 2 percentage points per year for a five year period ending June 2018.	<table border="1"> <thead> <tr> <th></th> <th colspan="2">Math</th> <th colspan="2">ELA</th> </tr> <tr> <th></th> <th>Target</th> <th>Actual</th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>2013:</td> <td>23%</td> <td>20%</td> <td>31%</td> <td>31%</td> </tr> <tr> <td>2014:</td> <td>25%</td> <td>22%</td> <td>33%</td> <td>32%</td> </tr> <tr> <td>2015:</td> <td>27%</td> <td>36%</td> <td>35%</td> <td>47%</td> </tr> <tr> <td>2016:</td> <td colspan="4">Discontinued</td> </tr> <tr> <td>2017:</td> <td colspan="4">Discontinued</td> </tr> </tbody> </table>		Math		ELA			Target	Actual	Target	Actual	2013:	23%	20%	31%	31%	2014:	25%	22%	33%	32%	2015:	27%	36%	35%	47%	2016:	Discontinued				2017:	Discontinued								
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SOUL will increase the number of students performing at grade level or above in both Reading and Math.	Test of Adult Basic Education (TABE) California High School Exit Exam Edmentum Accucess (Pre-tests, Post-tests, and Prescriptions) Achieve 3000	Annually	Minimum increase of 4 percentage points in Math and 2 percentage points per year in Reading and for a five year period ending June 2018.	<table border="1"> <thead> <tr> <th></th> <th colspan="2">Math</th> <th colspan="2">Reading</th> </tr> <tr> <th></th> <th>Target</th> <th>Actual</th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td colspan="5"><u>TABE</u></td> </tr> <tr> <td>2014:</td> <td>26%</td> <td>52%</td> <td>54%</td> <td>55%</td> </tr> <tr> <td colspan="5"><u>ACCUCESS</u></td> </tr> <tr> <td>2015:</td> <td>30%</td> <td>63%</td> <td>56%</td> <td>78%</td> </tr> <tr> <td>2016:</td> <td>34%</td> <td>60%*</td> <td>58%</td> <td>67%*</td> </tr> <tr> <td>2017:</td> <td>38%</td> <td>49%*</td> <td>60%</td> <td>60%*</td> </tr> </tbody> </table> <p><i>*Note: Despite meeting the established percentage target, math and reading scores denote a two-year downward trend.</i></p>		Math		Reading			Target	Actual	Target	Actual	<u>TABE</u>					2014:	26%	52%	54%	55%	<u>ACCUCESS</u>					2015:	30%	63%	56%	78%	2016:	34%	60%*	58%	67%*	2017:	38%	49%*	60%	60%*
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SOUL will increase the number of students meeting or exceeding standards on State standardized tests in ELA and math.	CAASPP	Annually	Minimum 3% per year increase of students meeting or exceeding standards in CAASPP ELA and Math	<p>Percentage of Students Who Met or Exceeded Standard</p> <table border="0"> <tr> <td></td> <td colspan="3">2016</td> <td colspan="2">2017</td> </tr> <tr> <td></td> <td>Base</td> <td>Target</td> <td>Actual</td> <td>Target</td> <td>Actual</td> </tr> <tr> <td>ELA</td> <td>8%</td> <td>11%</td> <td>18%</td> <td>14%</td> <td>16%</td> </tr> <tr> <td>Math</td> <td>3%</td> <td>6%</td> <td>0%</td> <td>9%</td> <td>2%</td> </tr> </table>		2016			2017			Base	Target	Actual	Target	Actual	ELA	8%	11%	18%	14%	16%	Math	3%	6%	0%	9%	2%																												
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SOUL will increase its annual graduation rate.	CDE Graduation Rate CDE Dataquest SOUL Internal Graduation Rate	Annually	SOUL's graduation rate will meet or exceed California's minimum graduation rate as set by CDE based on a 5Y Cohort measurement. Internal graduation rate will meet or exceed 90% each year.	<p>Using 2012 baseline data, SOUL will meet or exceed California's minimum graduation rate set by the CA Department of Education.</p> <table border="0"> <tr> <td></td> <td colspan="3">CDE Rate</td> </tr> <tr> <td></td> <td><u>4Yr *</u></td> <td><u>5 Yr *</u></td> <td><u>CDE Target Met</u></td> </tr> <tr> <td>2013</td> <td>33%</td> <td>33%</td> <td>Y</td> </tr> <tr> <td>2014</td> <td>25%</td> <td>44%</td> <td>Y</td> </tr> <tr> <td>2015</td> <td>20%</td> <td>44%</td> <td>Y</td> </tr> <tr> <td>2016</td> <td>35%</td> <td>41%</td> <td>Y</td> </tr> <tr> <td>2017</td> <td>TBD</td> <td>TBD</td> <td></td> </tr> </table> <p>*4 year cohort from CDE Dataquest *5 year cohort from CDE AYP reports</p> <p>Internal Graduation Rate is determined by the number of 12th grade students who need 70 credits or fewer to graduate. This calculation does not reflect the 12th grade students who need 70 or more credits and not expected to graduate in that school year.</p> <table border="0"> <tr> <td></td> <td colspan="2">Internal Graduation Rate</td> </tr> <tr> <td></td> <td><u>Internal Goal</u></td> <td><u>Internal Actual</u></td> </tr> <tr> <td><u>Year</u></td> <td></td> <td></td> </tr> <tr> <td>2013</td> <td>90%</td> <td>86%</td> </tr> <tr> <td>2014</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>2015</td> <td>90%</td> <td>93%</td> </tr> <tr> <td>2016</td> <td>90%</td> <td>94%</td> </tr> <tr> <td>2017</td> <td>90%</td> <td>94%</td> </tr> </table>		CDE Rate				<u>4Yr *</u>	<u>5 Yr *</u>	<u>CDE Target Met</u>	2013	33%	33%	Y	2014	25%	44%	Y	2015	20%	44%	Y	2016	35%	41%	Y	2017	TBD	TBD			Internal Graduation Rate			<u>Internal Goal</u>	<u>Internal Actual</u>	<u>Year</u>			2013	90%	86%	2014	90%	90%	2015	90%	93%	2016	90%	94%	2017	90%	94%
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SOUL students will demonstrate increased connectedness and motivation for academic success.	Daily attendance records	Ongoing Annually	90% or better attendance in both the classroom based and Independent Study programs each year for the five year period ending June 2018.	<p>Baseline attendance rate was based on 2011/2012 P2 attendance rate of 85% in classroom based and 80% in Independent Study.</p> <p>Target attendance rate for all years is 90% ADA to Enrollment</p> <table border="0"> <tr> <td>2013</td> <td>82%</td> </tr> <tr> <td>2014</td> <td>90%</td> </tr> <tr> <td>2015</td> <td>92%</td> </tr> <tr> <td>2016</td> <td>95%</td> </tr> <tr> <td>2017</td> <td>90%</td> </tr> </table>	2013	82%	2014	90%	2015	92%	2016	95%	2017	90%							
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Suspension Report to California Dept. of Education (School Accountability Report Card)	Annually	Decrease suspension percentages by 5% each year for the five year period ending June 2018.	<p>Baseline suspension rate was based on 2011/2012 CDE suspension rate. Suspension percentages were 33% of total classroom based student enrollment.</p> <table border="0"> <thead> <tr> <th></th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>33%</td> <td>14%</td> </tr> <tr> <td>2014</td> <td>28%</td> <td>15%</td> </tr> <tr> <td>2015:</td> <td>23%</td> <td>16%</td> </tr> <tr> <td>2016:</td> <td>18 %</td> <td>11%</td> </tr> <tr> <td>2017:</td> <td>13 %</td> <td>6%</td> </tr> </tbody> </table>		Target	Actual	2013	33%	14%	2014	28%	15%	2015:	23%	16%	2016:	18 %	11%	2017:	13 %	6%
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Case management student files SOUL's Heart and Soul Club Community Service Participation Log.	Bi-annually	75% of all classroom-based students enrolled 90 days or more will participate in a minimum of 10 hours of extracurricular/ volunteer activities per semester.	<table border="0"> <thead> <tr> <th>Year</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>78%</td> </tr> <tr> <td>2014</td> <td>80%</td> </tr> <tr> <td>2015</td> <td>82%</td> </tr> <tr> <td>2016</td> <td>Discontinued due to reduction in staffing</td> </tr> </tbody> </table>	Year	Actual	2013	78%	2014	80%	2015	82%	2016	Discontinued due to reduction in staffing								
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Pupil Outcomes	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets (annually)
SOUL students will value and demonstrate knowledge of post-secondary education and career choices.	Career class roster Job shadowing logs College enrollment data Career assessment data	Annually	100% of graduates will have completed a career assessment, A minimum of 90% of graduates will have a post-secondary plan.	100% of all graduates will have completed a career assessment. 2013 100% 2014 100% 2015 100% 2016 100% 2017 100% 90% of graduates will have a post-secondary plan. 2013 100% 2014 100% 2015 100% 2016 100% 2017 100%
<p>Green= met or exceeded goal, Yellow = making progress toward goal, Red = did not meet goal. Above data found on pages 4-8.</p>				

Table 1: Pupil Outcomes Table – 2013-2018

The School of Unlimited Learning has met some of its charter goals within the current charter petition period. The following charts represent the four academic goals and two schoolwide goals stated in the current charter petition. The academic goals of the School of Unlimited Learning for the five-year period ending June 2018 are as follows:

Charter Goal	Progress Year to Date
SOUL will increase the annual pass rate of students taking the California High School Exit Exam two percentage points per year for a five year period ending June 2018.	From the 2013/2014 school year until CAHSEE was discontinued, SOUL met or made progress toward its goals, averaging 3-year growth rate by 20% in math and 18% in English language arts.
SOUL will increase the number of students performing at or above grade level in both reading and math each year for a five-year period ending June 2018.	Although SOUL met its established goals, for three consecutive years there was a downward trend in both reading and math in the percentage of students meeting or exceeded grade level.
SOUL will increase the percentage of students scoring at the proficient and advanced levels on the California Standardized Tests (CSTs) in English, Math, Social Science and Science by four percentage points each year for the five-year period ending June 2018.	Goal was discontinued due to elimination of California Standardized Testing during the first year of the charter. The goal was readdressed using test scores from the California Assessment of Student Performance and Progress (CAASPP).
Using the 2015 CAASPP test results as a baseline, SOUL will increase the percentage of students meeting or exceeding the standard by three percentage points in both ELA and Math	SOUL has exceeded its projected growth in ELA, but has fallen short in Math for the past two years. SOUL has performed lower than traditional high schools, but has outperformed similar alternative schools in most areas. All subgroups demonstrate a need for greater prescriptive efforts to address ELA and Math proficiency levels.
Each year for a five-year period ending June 2018, SOUL's graduation rate will meet or exceed SOUL's California cohort graduation rate goal set by the California Department of Education.	SOUL met or exceeded its state graduation rate all four years based on the alternative "five-year cohort method" which is used by the State for schools that do not meet the State target but have at least one additional graduate in the 5 year cohort. SOUL's internal graduation rate averaged 90% or above for four of the past five years.

Table 2: Progress toward academic charter goals: 2013-2018

The table below highlights SOUL’s schoolwide goals for the five-year period ending June 2018:

Charter Goal	Progress Year to Date
SOUL students will demonstrate increased connectedness and motivation for academic success.	SOUL’s schoolwide attendance rates have increased steadily over the past five years, while suspension rates have declined.
SOUL students will value and demonstrate knowledge for post-secondary education and career choices.	During the past five years, SOUL has increased its career technical education offerings and developed partnerships with the community to expose students to a wider array of career education opportunities.

Table 3: Progress toward schoolwide charter goals: 2013-2018

For the past five years, SOUL has met or made progress toward meeting most of its charter goals. For the upcoming charter renewal cycle, the School of Unlimited Learning stakeholder groups have worked with the school’s leadership team to address performance goals and outcomes that are closely aligned with SOUL’s WASC Schoolwide Action Plan and Local Control and Accountability Plan. An action plan for meeting the goals in the new charter has been developed for the goals which were not met in the current charter.

During the past five years, the State of California has undergone a myriad of significant changes. In 2014, the California Standardized Testing (CST) system was suspended in preparation for the Common-Core aligned CAASPP testing. Likewise, in 2016, the California High School Exit Exam was suspended. These two high-stakes testing systems constituted two schoolwide charter goals, which were modified due to State changes. Established in 2013, the Local Control Funding Formula restructured school funding in California and created the Local Control and Accountability Plan (LCAP), which requires each school district to engage parents, educators, employees and the community to establish these plans. The LCAP describes the school district’s overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals, and demonstrate how the district’s budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

SOUL’s academic performance results and subsequent program improvement efforts have resulted in changes to measurable pupil outcomes and learning goals. For the next five years, SOUL has defined two academic goals and two schoolwide goals, which are fully aligned with SOUL’s Local Control Accountability Plan and WASC Action Plan. The school’s research-based instructional practices and complementing curricular alignment with Common Core State Standards focus on professional development activities and the improvement of Common Core standards-based instruction. SOUL’s new charter goals address the gaps and deficiencies in student academic performance as evidenced by the compilation and analysis of student data over the last five-year period.

New 2018-2023 Charter Goals

This section will present the new charter goals in light of the past five years of student data. The academic goals of the School of Unlimited Learning for the five-year period ending June 2023 shall include the following:

- Academic Goal 1: Improve student academic performance and college and career readiness by increasing reading and math levels of all SOUL Students.
- Academic Goal 2: Create greater student access to post-secondary opportunities by increasing school graduation rate.
- Schoolwide Goal 1: Increase student connectedness and motivation for academic success during and beyond high school through increased student attendance and greater exposure to career education opportunities.
- Schoolwide Goal 2: Increase student success through active parent participation, involvement, and engagement.

New Charter Academic Goal 1: Improve student academic performance and college and career readiness by increasing reading and math levels of all SOUL students.

Nearly 80% of all students who enroll in SOUL are severely skill deficient in math and/or reading. Since SOUL's inception nearly 20 years ago, the average entry reading level for incoming SOUL students remained consistent at a 6.5 grade level, whereas math levels have consistently averaged a 5.5 grade level. The averages of students coming from traditional high schools have remained virtually unchanged for the past five years. Close monitoring of student reading and math levels will continue to provide SOUL ongoing data regarding student achievement, and will assist in determining intervention needs.

Analysis of Student Data

Surrounding and Similar Schools Performance Data

The California Assessment of Student Performance and Progress data measures performance of 11th grade students taking the CAASPP ELA and Math exams. All available performance data from the California Department of Education website were used to compare three years of SOUL CAASPP results with those of surrounding and similar schools. To determine which schools were used for comparisons, SOUL calculated the numbers of students who enrolled in SOUL from each of the surrounding schools. The two traditional high schools with the highest population enrolling at SOUL over the past 5 years were Roosevelt and Fresno High. The performance of these traditional, comprehensive high schools (labeled "FUSD") was compared to SOUL's data. Comparisons of schools similar to SOUL's demographics included two Fresno Unified alternative schools, Cambridge and J.E. Young, and a Fresno area charter school, Carter G. Woodson (labeled "Similar"). All scores reflect 11th grade student results, since CAASPP tests only 11th grade high school students.

**CAASPP Overall ELA Proficiency-
Standard Met or Exceeded**

	2015	2016	2017
FUSD			
Roosevelt	44%	38%	39%
Fresno High	40%	31%	44%
Similar			
SOUL	8%	18%	16%
JE Young	9%	11%	11%
Cambridge	2%	9%	2%
Woodson	1%	10%	20%

Table 4: 3-yr comparison of overall 11th Grade CAASPP ELA proficiency. (Source: CDE)

**CAASPP Overall Proficiency –
Standard Met or Exceeded**

	2015	2016	2017
FUSD			
Roosevelt	9%	9%	6%
Fresno High	8%	8%	8%
Similar			
SOUL	3%	0%	2%
JE Young	1%	1%	0%
Cambridge	1%	0%	0%
Woodson	0%	1%	0%

Table 5: 3-yr comparison of overall 11th Grade CAASPP Math proficiency. (Source: CDE)

As depicted in the tables above, in 2016, SOUL made a significant increase in ELA over the previous year, but dropped slightly in 2017. In overall math scores, SOUL dropped in 2016 over the previous year, but made slight gains in 2017.

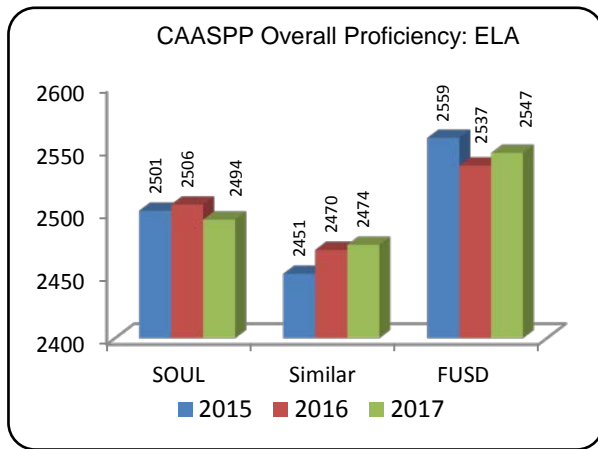


Chart 1: 3-year comparison of overall ELA mean scale scores. (Source: CDE)

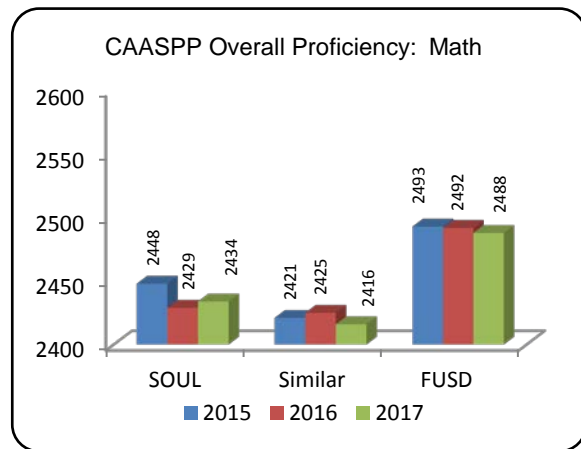


Chart 2: 3-yr comparison of overall math mean scale scores. (Source: CDE)

CAASPP results are presented in two ways. According to the CDE website, achievement level descriptors (not met, nearly met, met, and exceeded) are intended to aid interpretation of the four categories; however, they are less precise than scaled scores for describing student growth or changes in achievement gaps among groups of students since they do not reveal changes of student scores within the four levels. For the purposes of comparing SOUL's overall performance on CAASPP, only the top two Achievement Levels reported, failing to provide a detailed comparison of the overall performance of students. When comparing the average mean scale scores of SOUL to the average mean scale scores of the similar schools, SOUL has outperformed the similar schools for the past three years.

Comparisons by Subgroups

Due to SOUL’s small enrollment, only three subgroups yielded reportable data: ethnicity, socioeconomically disadvantaged, and gender. Two SOUL subgroups- English learners and students with disabilities- were too small to yield reports.

Comparison by Ethnicity

Within the subgroup Ethnicity, only “Hispanic” was large enough to yield reportable results for SOUL. The tables below provide three-year comparative data of 11-grade students for the subgroup “Hispanic”. The percentages of students who met or exceeded the standards were varied among all of the similar schools, but SOUL scored the same or higher than 50% of the similar schools in the number of Hispanic students who met or exceeded standards all three years.

CAASPP ELA Proficiency: Hispanic-Standard Met or Exceeded			
	2015	2016	2017
FUSD			
Roosevelt	41%	37%	36%
Fresno High	38%	31%	43%
Similar			
SOUL	10%	15%	10%
JE Young	10%	11%	11%
Cambridge	2%	8%	2%
Woodson	2%	10%	21%

Table 6: 3-yr comparison CAASPP 11th Grade ELA Proficiency- Hispanic. (Source: CDE)

CAASPP Proficiency: Hispanic-Standard Met or Exceeded			
	2015	2016	2017
FUSD			
Roosevelt	7%	7%	6%
Fresno High	7%	6%	10%
Similar			
SOUL	0%	0%	3%
JE Young	0%	0%	0%
Cambridge	1%	0%	0%
Woodson	0%	1%	0%

Table 7: 3-yr comparison CAASPP 11th Grade Proficiency- Hispanic. (Source: CDE)

Comparison by Socio-Economically Disadvantaged

SOUL’s socio-economically disadvantaged 11th grade students increased significantly from 2015 to 2016, but dropped in 2017. In Math, SOUL increased in 2017 after two years of zero percent of 11th grade students who met or exceeded the standard. In comparing similar schools, SOUL had a higher percentage of students who met or exceeded the standards in ELA two of the three years, outperforming JE Young and Cambridge all three years. The percentage of students who met or exceeded the standards in Math was low for all similar schools; however SOUL experienced an increase in Math achievement levels in 2017.

CAASPP ELA Socioeconomically Disadvantaged Standard Met or Exceeded

	2015	2016	2017
FUSD			
Roosevelt	42%	35%	37%
Fresno High	39%	29%	44%
Similar			
SOUL	5%	19%	13%
JE Young	5%	10%	11%
Cambridge	2%	7%	2%
Woodson	1%	7%	19%

Table 8: 3-yr comparison of CAASPP 11th grade ELA Proficiency: Socio-Economically Disadvantaged. (Source: CDE)

CAASPP Socioeconomically Disadvantaged Standard Met or Exceeded

	2015	2016	2017
FUSD			
Roosevelt	8%	8%	6%
Fresno High	9%	8%	9%
Similar			
SOUL	0%	0%	3%
JE Young	0%	1%	0%
Cambridge	1%	0%	0%
Woodson	0%	1%	0%

Table 9: 3-yr comparison of CAASPP 11th Grade Proficiency: Socio-Economically Disadvantaged. (Source: CDE)

Subgroup Comparison by Gender

CAASPP English Language Arts

Consistent with SOUL’s overall performance and that of other subgroups, in 2017 SOUL experienced a decrease in ELA among 11th grade males after a significant increase the previous year. Conversely, SOUL’s 11th grade females increased steadily over the three-year period, outperforming the similar schools in 2016 and 2017.

CAASPP ELA: Male Standard Met or Exceeded

	2015	2016	2017
FUSD			
Roosevelt	43%	28%	30%
Fresno High	35%	29%	30%
Similar			
SOUL	9%	17%	11%
JE Young	5%	7%	8%
Cambridge	1%	9%	3%
Woodson	2%	4%	16%

Table 10: 3-yr comparison of CAASPP 11th Grade ELA proficiency: Male. (Source: CDE)

CAASPP ELA Proficiency: Female Standard Met or Exceeded

	2015	2016	2017
FUSD			
Roosevelt	45%	45%	47%
Fresno High	45%	35%	56%
Similar			
SOUL	7%	20%	25%
JE Young	11%	15%	15%
Cambridge	4%	8%	1%
Woodson	0%	15%	24%

Table 11: 3-yr comparison of CAASPP 11th grade ELA proficiency: Female. (Source: CDE)

CAASPP Math

CAASPP Math proficiency results revealed that after two years of zero percent of SOUL’s 11-grade male students meeting or exceeding the standard, SOUL was the only school among similar schools to increase its percentages in 2017. Conversely, SOUL’s 11th grade female students experienced two consecutive years of zero percent meeting or exceeding the standard in math after dropping significantly from 2015 proficiency levels.

CAASPP Math Proficiency: Male Standard Met or Exceeded			
	2015	2016	2017
FUSD			
Roosevelt	11%	8%	8%
Fresno High	9%	9%	9%
Similar			
SOUL	0%	0%	4%
JE Young	1%	1%	0%
Cambridge	1%	0%	0%
Woodson	0%	0%	0%

Table12: 3-yr comparison of 11th Grade Math CAASPP Proficiency: Male. (Source: CDE)

CAASPP Math Proficiency: Female Standard Met or Exceeded			
	2015	2016	2017
FUSD			
Roosevelt	7%	9%	4%
Fresno High	6%	6%	7%
Similar			
SOUL	6%	0%	0%
JE Young	0%	1%	0%
Cambridge	0%	0%	0%
Woodson	0%	2%	2%

Table 13: 3-yr comparison of 11th Grade CAASPP Math Proficiency: Female. (Source: CDE)

Internal Data: Accucess Reading and Math Tests by Edmentum’s Plato Systems

To measure student ongoing progress in reading and math, SOUL uses Edmentum’s Accucess assessments. Students are given a pre-test, a mid-year test, and posttest each year to determine growth in reading and math. A student who scores 1000 or above is considered to be at grade level. Accucess creates an individualized prescription based on students’ pre-test scores.

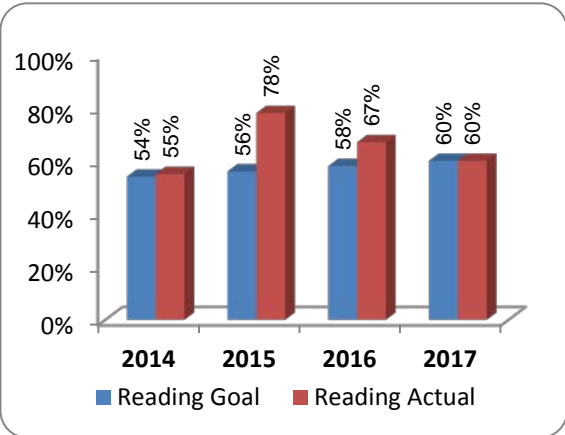


Chart 3: Four-year schoolwide percentage gains in reading. (Source: TABE and Accucess)

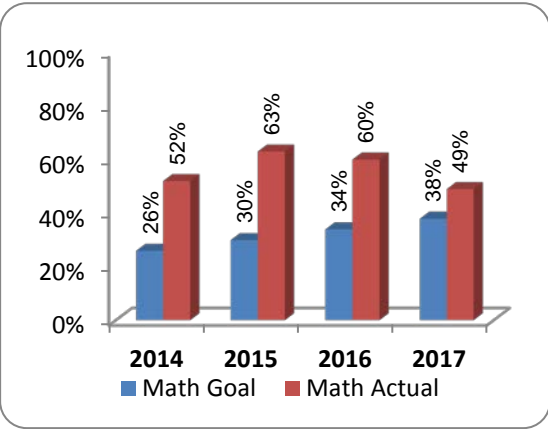


Chart 4: Four-year schoolwide percentage gains in math. (Source: TABE and Accucess)

During the 2013/2014 school year, SOUL students were given the Test of Adult Basic Education (TABE) 9 and 10 pre-test and post-test in math and reading. Due to SOUL’s open entry admissions policy, pre-test and post-test dates were varied. Using TABE results from 2013, a baseline of 52% grade-level proficiency in reading and 22% grade-level proficiency in math, SOUL set as a goal in 2014 an annual increase of two percentage points in reading and four percentage points in math, with the overall goal of 62% in reading and 42% in math by 2018. It should be noted that the goals were originally written using a baseline from only TABE results, which had revealed lower levels of achievement. The integration of multiple indicators resulted in higher student achievement outcomes. Since the original reading and math targets remained unchanged, it may appear that the goals were underestimated.

Prior to 2014, SOUL used TABE exclusively to measure growth in reading and math proficiency. Because TABE was a “no-stakes” test and many of SOUL’s high achieving students were not scoring well on post-tests, additional indicators were adopted. Using multiple measures is a more comprehensive indicator of student growth. In Fall 2014, TABE was replaced by Edmentum’s Accucess pre and post-tests and online reading and math prescriptions. CAASPP results replaced CAHSEE reading and math when CAHSEE was discontinued. Students who met or exceeded the standards on CAASPP were considered at grade level; however CAASPP measures only 11th grade student performance. Achieve 3000 was adopted to measure lexile level growth of all students. Using multiple measures, if students meet grade level in any of the indicators, they are counted among the students who met grade level.

As depicted in the table below, SOUL exceeded its established goals for all four years in both reading and math. However, despite this accomplishment, the data reveal a downward trend for the past three years. A possible explanation for SOUL’s downward trend was the elimination of CAHSEE. As a high-stakes test, CAHSEE encouraged more students to study harder to meet grade level standards by passing in order to graduate. When CAHSEE was discontinued, many students had little or no incentive to perform well on Accucess pre and post-tests or CAASPP.

	2013/2014			2014/2015		2015/2016		2016/2017	
	Baseline	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Reading	52%	54%	55%	56%	78%	58%	67%	60%	60%
Math	22%	26%	52%	30%	63%	34%	60%	38%	49%

Table 14: SOUL’s Projected goals and actual reading and math at grade level: 2014-2017. (Source: TABE and Accucess)

Gains by Type of Program

During the 2014/2015 school year, with the adoption of Edmentum’s online Accucess testing, and the subsequent individualized prescriptions to assist students in reaching grade level, SOUL began to include in its reporting the students who tested at or reached grade level by the end of the year. The charts below depict gains in reading and math by program. “Seated” refers to the classroom based program, while “IS” refers to the Independent Study Program. In reading, the seated and Independent Study programs met or exceeded their goals in three of the four years of the current charter period. With respect to math, the seated program met its goals all four years, while the Independent Study program met or exceeded its goals three of the four years. However, the same downward trend over the past three years is evident in both the seated and

Independent Study programs. Students in the Independent Study Program performed significantly lower than those in the seated program.

	Reading			Math		
	Goal	Seated	IS	Goal	Seated	IS
2014	54%	51%	58%	26%	60%	44%
2015	56%	93%	71%	30%	80%	55%
2016	58%	77%	62%	34%	85%	46%
2017	60%	74%	53%	38%	76%	35%

Table 15: SOUL's projected goals and actual reading and math grade-level gains by program: 2014-2017. (Source: TABE and Accucess)

Gains by Grade Level

In the absence of State STAR testing, an analysis by grade level was conducted using Accucess data from 2015 to 2017. Since CAASPP measures only 11th grade student performance, Accucess results reveal student levels of performance in reading and math for all grades. Although CAASPP revealed a downward trend all three years, the 11th grade Accucess data demonstrates an actual upward trend in both math and reading.

	2015		2016		2017	
	pre	post	pre	post	pre	post
Reading						
9	791	962	782	948	764	889
10	617	710	748	901	759	889
11	840	928	816	931	771	990
12	822	891	816	961	906	1033
	2015		2016		2017	
	pre	post	pre	post	pre	post
Math						
9	612	631	675	707	677	862
10	795	862	599	773	609	890
11	660	751	674	779	693	822
12	657	751	656	790	763	860

Table 16: Accucess 3- year pre and post-test averages by grade level. (Source: Accucess)

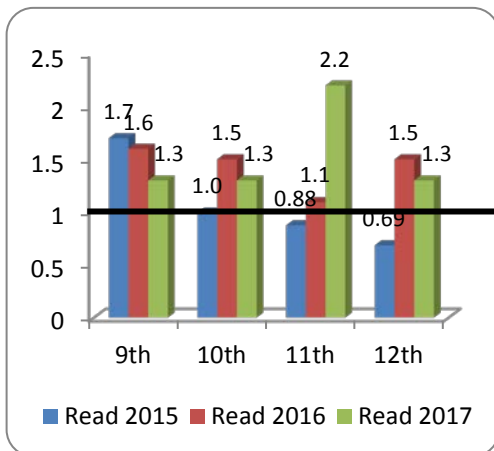


Chart 5: Accucess Reading 3-year pre and post-test gains by grade level. (Source: Accucess)

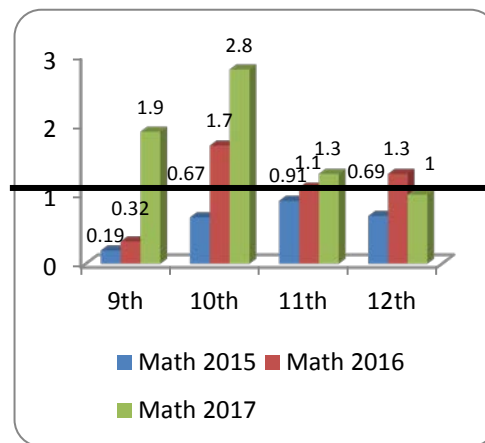


Chart 6: Math: 3-year pre and post-test gains by grade level. (Source: Accucess)

With respect to reading, in 2015, only 9th grade students made a grade-level gain of one year or more. However, for the following two years, each grade level met or exceeded a one-year or more gain. In math, all grades fell below the goal of a one-grade level gain in 2015. However, grades 9 through 11 made gains each year, while grade 12 dropped in 2017 after having made gains the previous year. Notwithstanding the declines in 2017, grades 10 through 12 met or exceeded a one-year gain two of the three years. Ninth graders exceeded the goal in reading, and made significant gains in math in 2017, after falling short of the goal the previous two years. The most significant gains in math were made in grades 9 and 10 during 2017. It must be noted that 11th and 12th grade students constitute over 70% of SOUL's student enrollment. Consequently, the significant gains in 9th and 10th grade reading have a limited impact on the overall percentage of student gains.

California High School Exit Exam

SOUL administered the CAHSEE through the 2014/2015 school year, at which time it was suspended by the California Department of Education. The California High School Exit Exam served as an indicator of SOUL students' math and reading proficiency levels, as well as of SOUL's graduation rate. SOUL collected and reported CAHSEE data by overall program and by grade level.

Overall CAHSEE Pass Rates

Consistent with SOUL charter goals, SOUL set as a minimum goal a 2% annual increase in ELA and pass rates each year for the three-year period ending in 2015. SOUL exceeded its goals in ELA two of the three years. Conversely, SOUL's CAHSEE Math scores fell short in the first two years, but exceeded its goal in 2014/2015.

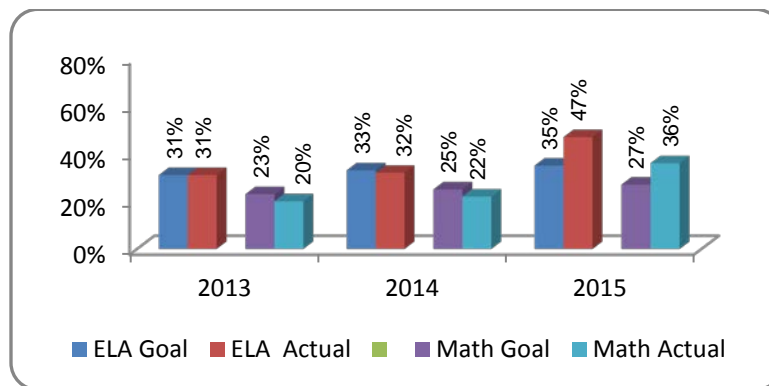


Chart 7: SOUL CAHSEE ELA and math pass rates: 2013-2015.
 (Source: CAHSEE Summary Reports, CDE)

As indicated in the table below, SOUL's overall pass rate in English Language Arts from 2013-2015 was 39%, exceeding the overall three-year pass rate goal average of 33%. Likewise, SOUL's average pass rate in math was 30%, which exceeded the three-year pass rate goal average of 25%.

	2013	2014	2015	Avg. Pass Rates
Goal: ELA Pass Rate	31%	33%	35%	33%
Actual: ELA Pass Rate	31%	32%	47%	39%
Goal: Pass Rate	23%	25%	27%	25%
Actual: Pass Rate	20%	22%	36%	30%

Table 17: SOUL's 3- year projected and actual CAHSEE ELA and Math pass rates.
(Source: CAHSEE Summary Reports, CDE)

CAHSEE Pass Rates by Grade

When examining the CAHSEE ELA and pass rates by grade, SOUL's 10th grade students performed significantly better than the 11th and 12th grade students overall. Since 2013, SOUL's 10th grade students averaged a 49% annual pass rate in ELA (or 14% over the base year), whereas the 11th and 12th grade students averaged a 28% pass rate (7% average decrease over the base year). With respect to SOUL's 10th grade students significantly outperformed their 11th and 12th grade counterparts with an average five-year pass rate of 44% (25% average increase above the base year) as compared to a 23% average five-year pass rate (4% average increase over the base year) for 11th and 12th grade students.

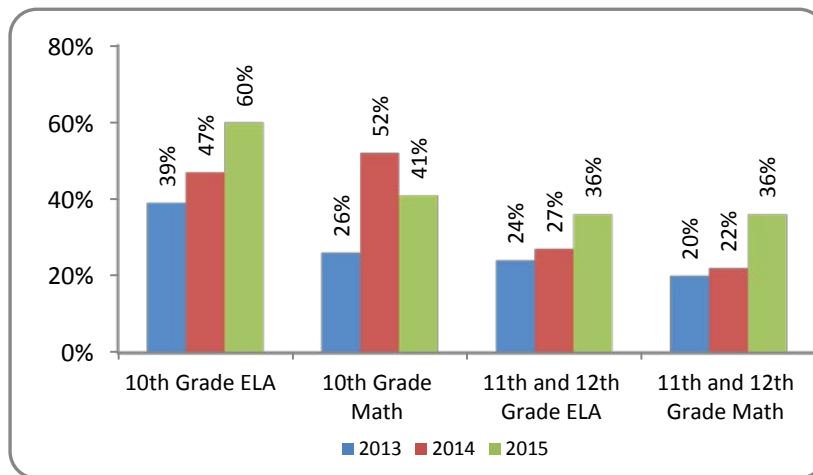


Chart 8: SOUL CAHSEE ELA and math pass rates by grade level: 2013-2015.
(Source: CAHSEE Summary Reports, Fresno Unified)

A comparison of the three-year average CAHSEE ELA rates by grade level revealed that 10th grade students outperformed 11th and 12th graders by 21% points. Likewise, the 10th grade students who took the CAHSEE Math test outperformed their 11th and 12th grade counterparts by 21 percentage points.

CAHSEE	2013	2014	2015	Avg. pass rate
10 th Grade ELA Pass Rate	39%	47%	60%	49%
10 th Grade Pass Rate	26%	52%	41%	44%
11 th and 12 th Grade ELA Pass Rate	24%	27%	36%	28%
11 th and 12 th Grade Pass Rate	20%	22%	36%	23%

Table 18: SOUL CAHSEE ELA and math pass rates by grade level: 2013-2015 (Source: CAHSEE Summary Reports, CDE)

Implications

Intervention resources for skills deficient students, including English learners, have increased over the past three years. Students with deficiencies in reading and math were assigned individualized reading and/or math prescriptions to bring them to grade level. For Independent Study students, a tutorial schedule was devised for all skills deficient students, with scheduled time to work on their prescriptions before or after their appointments, or at any time before, during, or after school. The inclusion of Achieve 3000's reading improvement program into all core classes has provided additional support to students through a differentiated instructional approach. Achieve 3000 is aligned with State of California Core standards, and also incorporates literacy and ELD standards. Achieve 3000 has proven to be a valuable supplemental tool in developing literacy skills and increasing lexile levels. All teachers maintain a tutorial one day per week after school hours to assist Independent Study students performing below grade level in reading and math. Classroom-based students are also encouraged to stay after school during their tutorial to work on their prescriptions.

Areas for Improvement/Growth

A comprehensive review of SOUL's Charter Goals over the past five years reveals progress has been made in some areas with respect to increased student achievement, while some deficiencies exist in other areas. Notwithstanding increases in intervention resources, scores for reading and math reveal a slight downward trend for three consecutive years. A primary cause for the decline in reading and math scores is that most Independent Study students have not taken advantage of their tutorial options and have not made their math and reading prescriptions a priority. Moreover, monitoring of student progress and growth in reading and math proficiency has been inconsistent.

Overall, comparing SOUL's CAASPP results to those of traditional, comprehensive high schools and similar schools, SOUL has outperformed similar schools in most areas, while lagging behind traditional schools. Increased efforts must be made to ensure that a greater percentage of students meet or exceed the standards in both English language arts (ELA) and Math.

SOUL has identified curricular gaps in its program, specifically in regards to preparing students for the CAASPP. More than half of SOUL's 11th grade students enroll well into their 11th grade year and have not previously passed Algebra I. Few 11th graders have the opportunity to take Algebra II prior to their taking the CAASPP test. A large percentage of the questions on the CAASPP include Algebra II standards. Curricular changes are needed to address this challenge.

Action Plan

A strategic, prescriptive approach is needed to address deficiencies. To reverse the downward trend in ELA and math proficiency, in Spring 2018, SOUL formalized a process to monitor mandatory prescriptions for all students in both instructional programs. Student progress and growth in reading and math proficiency is consistently monitored by teachers on a weekly basis.

All classroom-based students attend a 60-minute study hall once a week. Independent Study students attend an additional hour per week to work on their reading and math prescriptions. Teachers are available to assist all students individually or in small groups. Moreover, skills-deficient students in both the classroom-based and Independent Study programs will be required to take an additional ELA and/or math skills course to address their deficiencies. English learners enrolled in Independent Study will be assigned an English intervention class every week in addition to their Independent Study coursework.

In response to SOUL's achievement gap in CAASPP ELA and Math, SOUL will utilize the Northwest Education Association's Measures of Academic Progress (MAP) Interim Assessments, which are designed to measure a student's academic achievement and to calculate academic growth throughout the year. Beginning in the 2018-2019 school year, the Interim Assessments will be administered in the fall, winter, and spring of each year. Interim Assessments will serve as quarterly benchmarks, since they are aligned to California Common Core English language arts and math standards. Teachers will use MAP assessment results to guide instruction, which will provide a comprehensive picture of student learning: how much they've grown, what they're ready to learn, and the specific skill gaps they need to master.

Interim Assessments will measure progress toward meeting grade-level standards, allowing SOUL teachers to meticulously monitor each student's strengths and deficiencies by connecting assessment data to instruction. Interim Assessments are aligned to both the Edmentum and Achieve 3000 curricula used by SOUL. Whether a student enrolls at the beginning of the school year or mid-year, SOUL teachers will use assessment results to identify strengths and gaps, and tailor instruction to meet the needs of each student. Because MAP tracks individual student growth over time, it can help predict each student's level of proficiency and college readiness. MAP Interim Assessment data will be reviewed twice per year, and be included in mid and year-end student proficiency status reports. Interim Assessments data will measure by grade level student progress toward meeting grade-level standards. A baseline will be established during the 2018-2019 school year to determine reasonable and attainable grade level goals.

To address the curricular gap in math, SOUL will develop an integrated curriculum which incorporates Algebra 1, Algebra II, and Geometry standards. All 11th grade students who have not passed algebra I at the beginning of their 11th grade year will be placed into an Integrated Math course to ensure that they will have been introduced to Algebra II standards prior to taking the CAASPP test. Moreover, this course will provide college-bound students with better preparation for post-secondary education by reinforcing previously learned standards in Algebra I and Geometry. Algebra II will be offered to all students who have completed Algebra I and Geometry prior by the end of their 10th grade year.

New Charter Academic Goal 2: Create greater student access to post-secondary opportunities by increasing SOUL's graduation rate.

CDE Graduation Rate

Nearly 95% of students who enroll at SOUL are credit deficient. More than two-thirds of all SOUL students are 11th and 12th graders, and 30% are ages 18 or over. Students are provided ample credit recovery opportunities, intervention resources, as well as academic and social/emotional support while enrolled at SOUL and working towards graduation. For all seniors, credit recovery is critical to obtaining a high school diploma. In a comparative analysis of credits earned, student achievement was examined from the semester prior to a student enrolling at SOUL to their first semester enrolled at SOUL. It was found that once enrolled at SOUL students earn an average of 31 credits in their first semester versus an average of 13.7 credits in the last semester at their previous school.

The table below depicts SOUL's official State graduation rate, both the 4 year cohort and 5 year cohort for the past five years. Annual Yearly Progress data from the California Department of Education reveals that SOUL has met or exceeded its statewide graduation rate during the past five years. The table below reflects the available graduation rates through the 2015/2016 school year.

Grad Rate	2013	2014	2015	2016	2017
5Y Cohort	33%	44%	44%	41%	Not Available
4Y Cohort	33%	25%	20%	34%	Not Available

Table 19: SOUL's State graduation rates: 2013-2016 (Source: CDE)

Notwithstanding SOUL student increases in credits earned, students who graduate during their fifth or sixth year are not factored into the four-year cohort graduation rate, skewing the actual graduation percentages downward. Thus, the State cohort graduation rate is detrimental to alternative schools who serve fifth, sixth and seventh year seniors, since it does not accurately reflect the actual percentage of graduates. For this reason, the California Department of Education developed the five-year Year Cohort calculation for alternative schools, such as SOUL, which counts the additional graduates who are not in the 4 year cohort but complete credit requirements in their 5th year. Based on the 5 year cohort rate, SOUL met or exceeded the target graduation rate set by the State four years in a row, meeting the AYP Graduation Rate goal.

Internal Graduation Rate

In spite of the State's attempt to more accurately reflect graduation rates through the 5 year cohort calculation, it still fails to take into account the students who graduate in their 6th or 7th year of high school. Students can remain enrolled at SOUL until their 22nd birthday. Due to the fact that 30% SOUL's student population is 18 years old and older, and enroll credit deficient, there is a high number of 12th graders each year who will not be able to graduate within the school year. To more appropriately measure SOUL's graduation rate, an internal calculation was developed. Twelfth grade students who need 70 credits or fewer to complete graduation requirements are deemed "on track" to graduate. If a twelfth grade student needs more than 70 credits to complete their 230 credit requirement, they are not counted in this calculation. The list of "on-track" twelfth graders is kept up to date as new students enroll. It is also adjusted at the beginning of the

second semester based on the credits earned by the students during the first semester. At the beginning of second semester, it is expected that students will need 40 or fewer credits to still be considered “on track” to graduate. Any student initially on track to graduate upon enrolling at SOUL who becomes credit deficient during the second semester will be counted as a “non-grad” and will count against the internal graduation rate. Most students who are unable to complete their credit requirement by graduation choose to re-enroll during the summer or the following semester for graduation as a 5th or 6th year senior. In addition, those who were not considered “on-track” to graduate during the given school year can re-enroll the following year. For example, during the 2016/2017 school year, of the 92 twelfth graders enrolled, only 53 were identified as “on-track” to graduate due to the number of credits needed to reach the 230 credit requirement. Of those 53 identified students, one dropped out. Of the remaining 52 students, 50 students successfully completed their credits for graduation. The remaining two students did not earn sufficient credits to graduate, and reenrolled for the 2017/2018 school year. Thus, SOUL’s internal graduation rate was 94%. The table below depicts an 8% increase in the internal graduation rate over the past 5 years.

Year	2013	2014	2015	2016	2017
12 th Grade Enrollment	102	107	100	107	92
“On-Track” to Graduate	44	40	34	52	53
Earned Diploma	38	36	32	49	50
Internal Grad Rate	86%	90%	93%	94%	94%

Table 20: SOUL’s Internal Graduation Rates: 2013-2016 (Source: SOUL Internal Records)

Additional data on the twelfth grade students who need more than 70 credits to graduate during the school year has not been recorded. Approximately 30% do continue their enrollment with SOUL, 25% transfer to an Adult School, and the others withdraw from SOUL for a variety of reasons.

SOUL’s internal graduation rate is used in shaping SOUL’s program in two ways. First, the internal rate provides SOUL an accurate measure the number of students on track to graduate at the beginning of their final year of high school. Second, it is important to monitor these students, who would otherwise have not completed high school and are not counted in any other graduation rate.

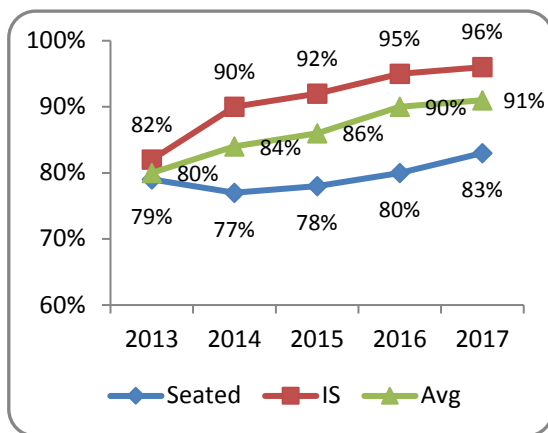
SOUL remains committed to providing alternative educational resources to all credit-deficient 12th graders to allow these potential dropouts a viable opportunity to obtain a high school diploma and prepare them for post-secondary options. In order to accurately measure this goal, the alternative internal graduation rate formula for SOUL has been retained in the new charter petition. Further monitoring of the 12th grade students not on track to graduate will also be considered in an effort to understand the services needed to retain the enrollment of all students to earn a diploma.

New Charter Schoolwide Goal 1: Increase student connectedness and motivation for academic success during and beyond high school through increased student attendance and greater exposure to career education opportunities.

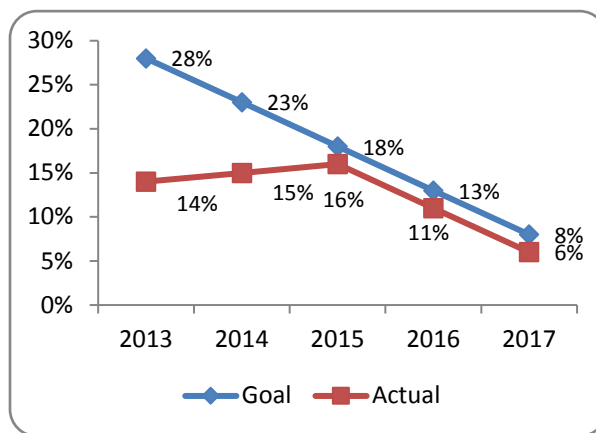
Notwithstanding recent gains in student participation in co-curricular and extra-curricular activities such as sports and leadership groups, SOUL continues to struggle with lower than ADA to enrollment average. Similarly, students who enroll at SOUL have a higher than average history of suspensions from their previous schools. A majority of SOUL students are considered at risk of dropping out of school due to past history of truancy, behavior issues, and poor academic achievement.

Student Attendance and Suspension Rates

To demonstrate increased student connectedness and motivation, SOUL set as an annual schoolwide goal an increased attendance rate in both the classroom-based and Independent Study programs. During the 2011/2012 school year, the average daily attendance rate was 85% for the classroom-based program and 80% for the Independent Study program. Each year for a five-year period ending June 2018, SOUL set as a goal a 90% schoolwide attendance rate. As depicted in the graph below, since the 2012/2013 school year, SOUL's classroom based attendance to enrollment has experienced a four percent increase, up from 79% in 2013 to 83% in 2017. With respect to Independent Study attendance, the percentage of students attending versus total enrollment has experienced a significant 14% increase over the past five years. Overall, schoolwide attendance as compared to enrollment averages have increased by 11% over the past five years, from 80% in 2013 to 91% in 2017.



Graph 1: SOUL Attendance Rate by Program 2013-2017 (Source: SOUL ADA)



Graph 2: SOUL Suspension Rate Percentages: 2013-2017 (Source: CDE)

Consistent with data from SOUL's 2010/2011 School Accountability Report Card, 33% of all SOUL classroom-based students had been suspended one or more times during the school year.

SOUL set out to reduce suspensions by five percentage points each year for a five-year period. As depicted in Graph 2 below, SOUL's suspension rate has decreased steadily for the past three years. The implementation of a Restorative Justice Discipline model initiated in 2014 has resulted in decreased suspensions and an increase in alternatives to suspensions, such as mandatory parent/student counseling and parent meetings. As depicted in the graph above, SOUL has drastically reduced its percentage of suspended students from 33% in the Baseline Year to 6% during the 2016/2017 school year. The School of Unlimited Learning works to provide positive corrective measures through its In-school Suspension Community Service Program. Prior to the implementation of more serious disciplinary actions, students are given the opportunity to perform community service as a disciplinary course of action that results in positive community interaction.

It is important to keep in mind that many of the students who enroll at SOUL have had a prior history of defiance and disruption at their previous schools. Some have been expelled from traditional schools and/or previously incarcerated for offenses such as fighting, theft, possession of illegal substances and weapons, and gang activity.

For the past two years, SOUL has contracted with a local counseling center to provide Success for Life Training to SOUL students. Students and staff meet weekly in a group setting, and in addition, individual coaching sessions are available upon request. Through the year, students and staff learn the power of creating a life vision and explore the dynamics of the action steps necessary to translate vision into action. Students and staff build partnerships with one another while students practice goal-setting by imagining their lives in the short term and begin to build the foundation for their future. The support of partnerships is invaluable for success. Learning how to work as a team helps with developing social skills and communication skills, and has proven to have a positive impact in the classroom. The implementation of the Success for Life Program has strongly correlated with a drop in suspensions.

Expulsions

A student can be expelled for a serious offense or for a series of infractions that are detrimental to the order of the school. Students of the School of Unlimited Learning may be expelled from the charter school for persistent non-compliance with the terms of this charter or the rules, procedures, and policies outlined in the SOUL parent/student handbook.

Most students who violate SOUL's Zero Tolerance Policy may choose to withdraw and transfer to another school in lieu of going through the expulsion process. Thus, SOUL has expelled only two students in the past twenty years. In the case of a serious or violent violation, the expulsion process is non-negotiable.

Career Education Opportunities

If students are to succeed beyond high school, they must see the value in continuing their education, as well as possess the knowledge of career choices for the future. Over the past three years, SOUL has made strides with respect to preparing students to become viable

participants in a developing workforce. SOUL students ages 16 and over are offered the opportunity to participate in courses that allow them to explore potential careers. In 2014, SOUL developed a partnership with Bitwise Corporation to incorporate a Coding/Computer Literacy course and formed a partnership with Central California Legal Services which provides students exposure to careers in the legal profession through the Street Law and Mock Trial programs. During the 2015-2016 school year, SOUL expanded its career courses to more actively engage students by providing them access to career training. New courses consisted of website development and video production. SOUL's Youth Mentoring Program, which is part of the Child Care Career Pathway, provides internship hours, a stipend, and scholarship opportunities to students completing the program.

During the 2016/2017 school year, SOUL entered into a partnership with Ideaworks, a neighborhood non-profit trade organization, to provide an innovative, hands-on experience for students in the areas of woodworking, blacksmithing, welding, glass-blowing, ceramics and 3D printing. With a focus on safety, skills, and process, Ideaworks has set a strong foundation in these trades. It has allowed students to explore and refine their abilities in these potential career areas while earning elective credits toward their high school diploma.

In addition to the numerous extra-curricular opportunities provided at SOUL, there are a variety of co-curricular options that offer students the opportunity to explore skills and interests that could potentially lead to future employment and career choices. Currently, SOUL offers the following programs during afternoon block classes:

- Youth Mentoring—through a partnership with Fresno EOC's Early Head Start/Head Start Program, students are trained and placed in childcare centers as teacher aides for infants and toddlers.
- Street Law—through a partnership with Central California Legal Services, students are exposed to a variety of careers in the criminal justice system.
- Video Production— through a partnership with CMAC, students create and broadcast monthly videos highlighting school-related events.
- Music—Students are given the opportunity to learn and explore their creativity on guitar, keyboards, drums, and singing as well as stage, sound and lighting.
- Computer Literacy and Graphic Design—Through a partnership with Quiqlabs, students learn basic computer literacy and are exposed to beginning coding skills and basic graphic design.

Since 2014, SOUL has begun aligning its program with the efforts of other Fresno EOC programs in a collaborative fashion aimed at workforce preparation opportunities for SOUL students. During the 2015/2016 school year, over 15 percent of SOUL students participated in the All Youth, One System program through Fresno EOC's Employment and Training program. Fresno EOC offers paid internships to college-bound SOUL graduates through its Graduate Work Study Program. During the summer of 2017, the paid summer internship program was extended to ten SOUL undergraduates, allowing them to gain invaluable paid work experience to better prepare them for their senior year and beyond. Fresno EOC's Strategic Initiative for Education recognizes that through collaboration, SOUL can advance quality education and training to empower students

and their families. Likewise, Fresno EOC's Strategic Initiative for Job Readiness calls for collaboration to create an alternative education environment that prepares individuals with job skills for careers aligned with market demands. SOUL's expanding Career Academy has increased job readiness skills to high school youth by actively engaging them in career preparation and training.

New Charter Schoolwide Goal 2: Increase student success through active parent participation, involvement, and engagement.

SOUL's revised charter goal calls for increased parent participation, especially among parents of Independent Study students. Typically, parents of at-risk high-school age students do not actively participate in their child's school activities. In alignment with the school's Local Control Accountability Plan, SOUL has developed an annual parent involvement plan which encourages parents to attend scheduled meetings and activities throughout the year. Parent attendance data collected from parent meetings, counselor meetings, and schoolwide events in which parents are requested to attend reveal a high percentage of parents who do not attend school functions, despite frequent parent contact by teachers and staff, as well as occasional home visits.

Parent meetings are scheduled as reflected in SOUL's annual parent involvement plan. A greater percentage of parents participate in scheduled meetings with counselors and case managers throughout the year. Since 2012, 100% of all parents have attended at least one meeting during the school year, since it is mandatory for parents and students to attend an initial orientation upon enrollment. The 2015/2016 parent survey results revealed that parents want increased communication between home and school. This does not mean attending meetings five or six times a year; rather, they want ongoing communication from all school staff, including teachers, on their child's progress.

Home to school communication in both programs is a priority. With the adoption of School Pathways as our Student Information System, parents now have the opportunity to access their child's grades and attendance online. There has been a significant increase in parent contact and dialog between school and parents through the mandatory orientation prior to enrollment. SOUL continues to have more parent attendance at Parent Meetings that are held on a quarterly basis, rather than relying on a group of parents to organize and sustain a PTSA committee. SOUL takes pride in having 100% face to face contact with every parent, as well as hosting school events with up to 60% of parents in attendance. SOUL parents also serve on SOUL's Governing Council and there is a continuous effort to recruit interested parents and alumni parents to serve as representatives on the council.

While parent contact has increased for the students in the classroom-based program, SOUL continues to seek ways to increase involvement and participation in regards to the parents of Independent Study students. Despite increased enrollment of Independent Study students, parent participation continues to be marginal at best. A further examination has revealed that Independent Study students are often engaged in additional activities, such as work, raising a child, or caring for an elderly family member. The flexibility of independent studies accomodates

their schedule, however the parents do not regard their children as “full-time”students and therefore do not consider their role as a parent to be crucial to their child’s academic success. Instead, they perform minimal duties such as reviewing their child’s homework and signing off on the required paperwork so that their child successfully completes the program. SOUL makes every effort to include parents of Independent Study students. Despite our efforts, we have not made any significant impact in getting the parents of Independent Study parents to attend school meetings.

Notwithstanding the lack of participation among parents of Independent Study Students at scheduled parent meetings, there has been a significant increase of parent contacts and dialog between school and Independent Study parents. School support services are readily available to Independent Study students and their parents. Crucial services such as tutoring, career counseling, mental health counseling, and referrals to Fresno EOC and outside agencies for a variety of services are available and encouraged. Beginning in 2017, SOUL’s Success for Life Coach began meeting with parents as part of SOUL’s parent outreach services. This resource will be expanded in the coming years.

SOUL will continue to explore and implement strategies to increase communication with parents of Independent Study students, either in small groups or in larger parent meetings. The addition of mandatory parent/student counseling sessions throughout the year has not only increased parent involvement, but has also resulted in more positive student behavior. In addition to the efforts by the Truancy Prevention/Parent Liaison, SOUL case managers worked closely with the Guidance Dean to hold meetings with parents whose students were at risk of being removed from the program.

During the 2016/2017 school year, 100% of all parents/guardians of SOUL students attended at least one meeting throughout the year. For the 2017/2018 school all subsequent years, 100% of parents/guardians of all SOUL students will have attended one or more parent meetings.

Parents are surveyed in the fall and at the beginning of the second semester. The mid-year survey is due to the increased number of new students that SOUL receives at the beginning of the 2nd semester. The parent surveys focus on parent expectations and provide parent input as to how to increase parent engagement. The surveys provide valuable data to the school in terms of the resources parents need to help their child successfully graduate from high school.

Summary

As stated in the analysis and evaluation of each of the four goals, SOUL will collect, analyze, utilize and report student and school performance data as outlined in each of the goal sections above. SOUL will share performance data with all its stakeholders-parents, students, teachers, members of the Governing Council, and the community.

New Charter Goals 2018- 2023

Pupil Outcomes																																														
Academic Goal One	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets (annually)																																										
<p>Improve Student Academic Performance and College and Career Readiness by Increasing Reading and Math Levels of all SOUL Students.</p>	<p>CAASPP Language Arts and Assessments (Grade 11)</p> <p>NWEA Measures of Academic Progress (MAP) Interim Assessments</p> <p>Edmentum Accucess Pre and Post Tests (Grades 9-12)</p>	<p>Annual</p>	<p>Annual increase in CAASPP of 3% percentage points of students meeting or exceeding standard in ELA and</p> <p>A minimum of 3% annual increase of students meeting or exceeding grade level in reading and math.</p>	<p>CAASPP ELA and Math</p> <table border="1" data-bbox="1040 562 1395 911"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Base</td> <td>16%</td> <td>2%</td> </tr> <tr> <td>2019</td> <td>19%</td> <td>5%</td> </tr> <tr> <td>2020</td> <td>22%</td> <td>8%</td> </tr> <tr> <td>2021</td> <td>25%</td> <td>11%</td> </tr> <tr> <td>2022</td> <td>28%</td> <td>14%</td> </tr> <tr> <td>2023</td> <td>31%</td> <td>17%</td> </tr> </tbody> </table> <p>Edmentum Accucess Reading and Math</p> <table border="1" data-bbox="1040 1247 1390 1780"> <thead> <tr> <th></th> <th>Acc. Read</th> <th>Acc. Math</th> </tr> </thead> <tbody> <tr> <td>Base</td> <td>60%</td> <td>49%</td> </tr> <tr> <td>2019</td> <td>63%</td> <td>52%</td> </tr> <tr> <td>2020</td> <td>66%</td> <td>55%</td> </tr> <tr> <td>2021</td> <td>69%</td> <td>58%</td> </tr> <tr> <td>2022</td> <td>72%</td> <td>61%</td> </tr> <tr> <td>2023</td> <td>75%</td> <td>64%</td> </tr> </tbody> </table>		ELA	Math	Base	16%	2%	2019	19%	5%	2020	22%	8%	2021	25%	11%	2022	28%	14%	2023	31%	17%		Acc. Read	Acc. Math	Base	60%	49%	2019	63%	52%	2020	66%	55%	2021	69%	58%	2022	72%	61%	2023	75%	64%
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Pupil Outcomes	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets (annually)																																		
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<p>Create Greater Student Access to Post-Secondary Opportunities by Increasing School Graduation Rate</p>	<p>CDE Annual Minimum Graduation Rate</p> <p>CDE Cohort Dropout Rate</p> <p>School Internal graduation Rate</p>	Annual	<p>Meet or Exceed Target School Graduation Rate set by State of California for five years, ending June 2023</p> <p>Meet or Exceed Internal Graduation Rate of 95% or above for five years, ending June 2023</p>	<table border="1"> <thead> <tr> <th></th> <th><i>CDE Grad Rate</i></th> <th><i>Internal Grad Rate</i></th> </tr> </thead> <tbody> <tr> <td>2019</td> <td><i>Meet or Exceed Target</i></td> <td><i>95% or above</i></td> </tr> <tr> <td>2020</td> <td><i>Meet or Exceed Target</i></td> <td><i>95% or above</i></td> </tr> <tr> <td>2021</td> <td><i>Meet or Exceed Target</i></td> <td><i>95% or above</i></td> </tr> <tr> <td>2022</td> <td><i>Meet or Exceed Target</i></td> <td><i>95% or above</i></td> </tr> <tr> <td>2023</td> <td><i>Meet or Exceed Target</i></td> <td><i>95% or above</i></td> </tr> </tbody> </table>						<i>CDE Grad Rate</i>	<i>Internal Grad Rate</i>	2019	<i>Meet or Exceed Target</i>	<i>95% or above</i>	2020	<i>Meet or Exceed Target</i>	<i>95% or above</i>	2021	<i>Meet or Exceed Target</i>	<i>95% or above</i>	2022	<i>Meet or Exceed Target</i>	<i>95% or above</i>	2023	<i>Meet or Exceed Target</i>	<i>95% or above</i>												
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<p>SOUL students will demonstrate increased connectedness and motivation for academic success during and beyond their high school experience through increased attendance, higher engagement, and greater exposure to career education opportunities.</p>	<p>ADA To Enrollment</p> <p>SARC Suspension Rate</p> <p>SARC Expulsion Rate</p> <p>Career Education Courses</p>	Annual	<p>Maintain an Annual 92% ADA to Enrollment Rate</p> <p>Decrease the Annual SARC Suspension Rate to 6% or below. Annual SARC Expulsion Rate less than 2% each year</p> <p>At last 50% of all SOUL students will take a CTE course in their 11th and 12th grade each year.</p>	<table border="1"> <thead> <tr> <th></th> <th><i>ADA to Enroll</i></th> <th><i>Annual Suspend Rate</i></th> <th><i>Annual Expel Rate</i></th> <th><i>Students Enrolled in CTE Courses</i></th> </tr> </thead> <tbody> <tr> <td>2019</td> <td><i>92% or above</i></td> <td><i>6% or below</i></td> <td><i><2%</i></td> <td><i>50%</i></td> </tr> <tr> <td>2020</td> <td><i>92% or above</i></td> <td><i>6% or below</i></td> <td><i><2%</i></td> <td><i>50%</i></td> </tr> <tr> <td>2021</td> <td><i>92% or above</i></td> <td><i>6% or below</i></td> <td><i><2%</i></td> <td><i>50%</i></td> </tr> <tr> <td>2022</td> <td><i>92% or above</i></td> <td><i>6% or below</i></td> <td><i><2%</i></td> <td><i>50%</i></td> </tr> <tr> <td>2023</td> <td><i>92% or above</i></td> <td><i>6% or below</i></td> <td><i><2%</i></td> <td><i>50%</i></td> </tr> </tbody> </table>						<i>ADA to Enroll</i>	<i>Annual Suspend Rate</i>	<i>Annual Expel Rate</i>	<i>Students Enrolled in CTE Courses</i>	2019	<i>92% or above</i>	<i>6% or below</i>	<i><2%</i>	<i>50%</i>	2020	<i>92% or above</i>	<i>6% or below</i>	<i><2%</i>	<i>50%</i>	2021	<i>92% or above</i>	<i>6% or below</i>	<i><2%</i>	<i>50%</i>	2022	<i>92% or above</i>	<i>6% or below</i>	<i><2%</i>	<i>50%</i>	2023	<i>92% or above</i>	<i>6% or below</i>	<i><2%</i>	<i>50%</i>
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Pupil Outcomes		Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets (annually)		
Schoolwide Goal Two							
Increase Student Success through Active Parent Participation, Involvement, and Engagement	Parent Meeting Attendance	Annually	100% of Parents to Attend Two or More Meetings per Year		<i>Parent Attendance- 2 or more meetings per year</i>	<i>Parent Satisfaction Survey</i>	
				2019	100%	80% Satisfaction – all subgroups	
	Bilingual Advisory Meeting Attendance	Monthly	Bilingual Advisory Committee to meet 6 times per year.	2020	100%	80% Satisfaction – all subgroups	
				2021	100%	80% Satisfaction – all subgroups	
	Parent Survey	Three times per year	Parents Surveyed three times per year	2022	100%	80% Satisfaction – all subgroups	
				2023	100%	80% Satisfaction – all subgroups	

Table 21: Proposed Pupil Outcome Table: 2018-2023

Element C: Methods to Assess Pupil Progress Toward Outcomes

“The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).”

The School of Unlimited Learning affirms that its exit outcomes will align to its mission, curriculum, and assessments.

Measurable Pupil Outcomes and Learning Goals

This new petition provides a detailed description of SOUL’s revised goals, which include annual data analysis, review, and submission of an annual comprehensive report to Fresno EOC Board of Commissioners. Furthermore, each goal bears its own set of performance enhancing tools. These mechanisms allow for consistent monitoring of student academic progress, as well as an effective data-driven approach to decision making regarding curriculum, instruction, and assessment of student performance.

New Charter Academic Goal 1: Improve student academic performance and college and career readiness by increasing reading and math levels of all SOUL students.

LCAP priorities addressed in Academic Goal 1: 2 (Implementation of State Standards); 4 (Pupil Achievement); 7 (Course Access); and 8 (Pupil Outcomes).

Expected Schoolwide Learning Results addressed Academic Goal 1: Academic Achievers, Critical Thinkers and Problem Solvers, Effective Communicators.

Consistent with priorities 2, 4, 7, and 8 of SOUL's LCAP and Goal 1 of SOUL’s WASC Action Plan, SOUL will continue to assess student achievement goals to ensure that curriculum and instruction are aligned to student needs, and that all programs are fully supported, staffed, monitored, and evaluated. The school will refine its Common Core curriculum and instructional delivery through an annual professional development plan. All SOUL teachers will continue to receive professional development in Common Core training on an annual basis to ensure that their lessons fully incorporate core, literacy, and ELD standards. All students, including EL students and students with special needs, will have full access to core, literacy, and ELD standards.

Method of Measurement

SOUL will increase the percentage of students meeting or exceeding grade level to 75% in reading and 64% in math by the five-year period ending June 2023 for all subgroups. The 2016/2017 Accucss results in reading and math will serve as a baseline for growth for the next five-year period of the charter.

Metrics/ Indicators	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
Accuccess Reading	63% for all subgroups	66% for all subgroups	69% for all subgroups	72% for all subgroups	75% for all subgroups
Accuccess Math	52% for all subgroups	55% for all subgroups	58% for all subgroups	61% for all subgroups	64% for all subgroups

Table 1: Projected growth in reading and math percentages 2019-2023

SOUL's CAASPP 2017 ELA and Math results will be used as a baseline to determine growth in ELA and Math for the next five-year period. As depicted in the table below, in an effort to close the proficiency gap, the percentage of students meeting or exceeding the standard at SOUL will increase to 27% in ELA and 17% in Math each year for the five-year period ending 2023. This goal applies schoolwide and to all measurable subgroups.

Metrics/ Indicators	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
CAASPP Language Arts	19% will meet or exceed ELA standard	21% will meet or exceed ELA standard	23% will meet or exceed ELA standard	25% will meet or exceed ELA standard	27% will meet or exceed ELA standard
CAASPP Math	5% will meet or exceed Math standard	8% will meet or exceed Math standard	11% will meet or exceed Math standard	14% will meet or exceed Math standard	17% will meet or exceed Math standard

Table 2: Projected growth in CAASPP ELA and Math Achievement Levels for 2019-2023

Data Analysis and Evaluation

Student performance data will be collected, analyzed and reported each year to SOUL's stakeholder groups, including SOUL staff, the SOUL Governing Council, students, parents, and the Fresno EOC Board of Commissioners. The annual report will measure and depict actual performance rates compared to goals. Intervention strategies will be implemented to increase student achievement if goals are not met.

New Charter Academic Goal 2: Create greater student access to post-secondary opportunities by increasing SOUL's graduation rate.

LCAP priorities addressed in Academic Goal 2: 2 (Implementation of State Standards); 7 (Course Access); and 8 (Pupil Outcomes).

Expected Schoolwide Learning Results addressed in Academic Goal 2: Self-Directed Lifelong Learners, Responsible and Productive Citizens, Information Processors.

SOUL's Academic Goal 2 of increasing the school's graduation rate is in alignment with 2, 7, and 8 of SOUL's Local Control Accountability Plan (LCAP, and address) and Goal 2 of SOUL's WASC Action Plan.

Method of Measurement

Each year for a five-year period ending June 2023, SOUL's graduation rate will meet or exceed SOUL's California cohort graduation rate goal set by the California Department of Education. SOUL's Internal Graduation Rate will meet or exceed 95% each year for the five year period ending June 2023.

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
State of California Annual Minimum Graduation Rate for School	School Graduation Rate set by State of California	Meet or Exceed Target School Graduation Rate set by State of California	Meet or Exceed Target School Graduation Rate set by State of California	Meet or Exceed Target School Graduation Rate set by State of California	Meet or Exceed Target School Graduation Rate set by State of California	Meet or Exceed Target School Graduation Rate set by State of California
School Internal Graduation Rate	94%	95% for all subgroups	95% for all subgroups	95% for all subgroups	95% for all subgroups	95% for all subgroups

Table 3: Projected CDE Cohort and Internal Graduation rate goals for 2019-2023

Data Analysis and Evaluation

SOUL will continue to use an internal graduation rate calculation which more appropriately reflects SOUL's graduation rate. Seniors who are "on track" to graduate will be identified by SOUL's guidance counselor at the beginning of each school year. This list will be kept up to date as new students enroll. Students are considered on track for graduation if they need 70 or fewer credits to complete the 230-credit graduation requirement by the end of the school year. This list is kept up to date as new twelfth graders enroll and is adjusted at the beginning of second semester depending on the credits earned by the students during the first semester. At the beginning of the second semester, it is expected that students will need 40 or fewer credits to still be considered on track to graduate. Any student initially on track to graduate upon enrolling at SOUL and who becomes credit deficient in the second semester will be counted as a "non-completer". Data will be collected and reported each year. Findings will be reviewed with SOUL staff, the SOUL Governing Council and the Fresno EOC Board of Commissioners in an annual progress report.

New Charter Schoolwide Goal 1: Increase student connectedness and motivation for academic success during and beyond high school through increased student attendance and greater exposure to career education opportunities.

LCAP priorities addressed in Schoolwide Goal 1: 4 (Pupil Achievement); 5 (Pupil Engagement); 6 (School Climate); and 8 (Pupil Outcomes).

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

SOUL's Schoolwide Goal 1, which addresses student connection and motivation through greater attendance and increased access to career education, is in alignment with priorities 4, 5, 6, and 8 of SOUL's Local Control Accountability Plan, and Goal 3 of SOUL's WASC Action Plan.

Method of Measurement

SOUL's 2016/2017 annual ADA to enrollment was 91%, representing an increase of two percent over the previous year. Using the 2016/2017 annual enrollment and ADA data as a baseline, combined student average daily attendance compared to enrollment in both the classroom-based and independent study program will meet or exceed the annual target goal of 92% ADA to total enrollment. The suspension rate reported in the School Climate Report of SOUL's School Accountability Report Card for the 2016/2017 school year was 6%. Using the 6% suspension rate as a baseline, SOUL will set a suspension-rate goal of 6% or less each year for the five-year period ending June 2023. The expulsion rate reported in the School Climate Report of SOUL's School Accountability Report Card for the 2016/2017 school year was zero. The annual target expulsion rate will be less than 2%.

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
ADA to Enrollment	90%	92% for all subgroups	92% for all subgroups	92% for all subgroups	92% for all subgroups	92% for all subgroups
Suspension Rate	6%	<6%	<6%	<6%	<6%	<6%
Expulsion Rate	<2%	<2%	<2%	<2%	<2%	<2%

Table 4: Projected Attendance, Suspension and Expulsion Rates, 2019-2023

SOUL will maintain its annual goal that 100% of all SOUL graduating seniors from both classroom and independent study programs will have completed a career assessment. Over the past three years, SOUL has made strides with respect to preparing students to become viable participants in a developing workforce. SOUL will continue to offer 11th and 12th grade students the opportunity to participate in courses that allow them to explore potential careers.

Metrics/ Indicators	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
11 th and 12 th Grade Student Enrollment in Career Education Courses	45%	50%	50%	50%	50%	50%
Seniors who Complete a Career Assessment	100%	100%	100%	100%	100%	100%

Table 5: Goals for Student Enrollment in CTE Courses and Career Assessment Completion 2019-2023.

Data Analysis and Evaluation

As reflected in the school's Local Control Accountability Plan and WASC Action Plan goals for 2017/2018, SOUL will collect, analyze, and evaluate student discipline and attendance data on an annual basis and make recommendations for program changes to improve attendance and decrease suspensions. Each year, SOUL will collect and report the percentage of students enrolled in CTE courses, as well as the percentage of graduating seniors who complete a career assessment.

New Charter Schoolwide Goal 2: Increase student success through active parent participation, involvement, and engagement.

LCAP priorities addressed in Schoolwide Goal 2: 3 (Parental Involvement); 4 (Pupil Achievement); 5 (Pupil Engagement); 6 (School Climate); and 8 (Pupil Outcomes).

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

SOUL's revised charter goal calls for increased parent participation, especially among parents of independent study students. SOUL's Schoolwide Goal 2, is in alignment with priorities 3, 4, 5, 6, and 8 of SOUL's Local Control Accountability Plan, and Goal 4 of SOUL's WASC Action Plan.

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

Parent meetings are scheduled as reflected in SOUL's annual parent involvement plan. A greater percentage of parents participate in scheduled individual meetings with counselors and case managers throughout the year than schoolwide parent meetings and activities. Since 2012, 100% of all parents have attended at least one meeting during the school year, as it is mandatory for parents and students to attend an initial orientation upon enrollment. The 2017/2018 parent survey results revealed that parents want increased communication between home and school. This does not mean attending meetings five or six times a year; rather, they want ongoing communication from all school staff, especially teachers, on their child's progress.

Method of Measurement

During the 2016/2017 school year, 100% of all parents/guardians of SOUL students attended at least one meeting throughout the year. For the 2017/2018 school year all subsequent years of this charter petition, 100% of parents/guardians of all SOUL students will attend one or more parent meetings. Parents are surveyed in the fall and at the beginning of the second semester. The mid-year survey is due to the increased number of new students that SOUL receives at the beginning of the 2nd semester. The parent surveys focus on parent expectations and provide parent input as to how to increase parent engagement. The surveys provide valuable data to the school in terms of the resources parents need to help their child successfully graduate from high school.

Metrics /Indicators	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Parent Meeting Attendance	100% for all subgroups	100% for all subgroups	100% for all subgroups	100% for all subgroups	100% for all subgroups	100% for all subgroups
Parent Survey	80% satisfaction for all subgroups	80% Satisfaction for all subgroups	80% satisfaction for all subgroups	80% satisfaction for all subgroups	80% satisfaction for all subgroups	80% satisfaction for all subgroups

Table 6: Goals for Parent Attendance and Parent Satisfaction: 2019-2023

Data Analysis and Evaluation

Data of parent participation will be collected through case manager logs of parent orientations, sign-in sheets from parent meetings, and logs of meetings by all school personnel, including school counselors, case managers, teachers, the principal and guidance dean, and the Success for Life coach. Parent survey data will be collected, analyzed, and reported on a semi-annual basis. The overall parent satisfaction rate, as determined by the survey, will be set at 80% or above each year for the five-year charter period.

Summary

As stated in the analysis and evaluation of each of the four goals, SOUL will collect, analyze, utilize and report student and school performance data as outlined in each of the new charter academic and schoolwide goals. SOUL will share performance data with all its stakeholders- parents, students, teachers, members of the Governing Council, and the community through mid-year and year-end status reports.

Element D: School Governance

“The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement.” California Education Code Section 47605(b)(5)(D).

Fresno EOC, founded in 1965, is a 501(c).3 non-profit organization, and is one of the nation’s largest Community Action agencies. Fresno EOC's Board of Commissioners provides ultimate oversight of the School of Unlimited Learning.

School Site Governing Council

The Governing Council, which also serves as the SOUL's School Site Council is an advisory council which regularly reviews all school operational, programmatic, and fiscal matters, and Council recommendations to the Fresno EOC Board of Commissioners for final approval. The SOUL Governing Council serves as an advisory council, and consists of 15 to 21 members. The Governing Council is comprised of representatives from the following interest groups and organizations

- Parents, students, and staff participating in the School of Unlimited Learning.
- Advisory board members or administrators from Fresno EOC programs focused on children and youth.
- At least one member of the Fresno EOC Board of Commissioners.
- Educators or administrators from Fresno Unified School District, Fresno County Office of Education, Fresno City College, and other school districts in Fresno County with a substantial interest in student achievement.
- Educators, administrators, researchers from public and private universities, with a significant interest in student achievement, school-to-career articulation, or education reform.
- Business and industry employers who are committed to developing a qualified workforce.
- Public officials, volunteers, mentors, or other members of the community with an exemplary interest in student success.

Any conflict of interest identified by a council member is resolved through ascertaining the degree of conflict and formulating a resolution acceptable to the Governing Council.

The Governing Council is responsible for reviewing the fiscal and programmatic policies and operations of the School of Unlimited Learning and for providing reports and recommendations to the Fresno EOC Board of Commissioners, which retains legal responsibility for the fiscal and programmatic operations of the School of Unlimited Learning.

The Governing Council meets on the second Tuesday of each month from September through May. The Fresno County EOC Board of Commissioners meets on the fourth Wednesday of each month except for July and August. All meetings are conducted in accordance with and pursuant to the Ralph M. Brown Act and other applicable open meeting laws.

School Structure and Organization

The School of Unlimited Learning operates its school year program using the traditional track school calendar of Fresno Unified School District, with the option for students to attend additional summer school days. Separate attendance is recorded and reported for SOUL's classroom-based and Independent Study programs.

Parental Involvement:

Parent involvement is essential to student success. Effectively engaging parents in the education of their children has the potential of reforming public education. Parents/guardians are encouraged to participate in the education of their child through a variety of avenues.

In accordance with Federal Title 1 requirements, the School of Unlimited Learning has developed a written Parent Involvement Policy, which describes how SOUL involves parents to improve student academic achievement and school performance. The Parent Involvement Policy includes a variety of ways that parents can become actively involved in their child's educational experience at SOUL. The Parent Involvement Policy is designed to help build the school's and parents' capacity for increased parent involvement. In the spring of each year, SOUL conducts an annual review of the content and effectiveness of the parent involvement policy and uses the findings of the evaluation to design more effective opportunities for parental involvement to increase student academic success.

Parent involvement is crucial to the development of school improvement. Throughout the year, there are several opportunities for parent participation. Regularly scheduled parent meetings, schoolwide assemblies, and Student Study Teams are many of the ways that parents can participate regularly with the school. SOUL makes a concentrated effort to maximize parent involvement, especially parents of EL students.

Parent Involvement Goals

- Parents play a crucial role in the joint development of a plan for continuous school improvement.
- Positive working relationship exists between educators and parents.
- Close communication exists between school and home.
- Strong parent involvement is evident through attendance and participation at school-sponsored events.
- Parents are viewed as a vital component to the academic success of their students.

Rights of Parents

- To expect that their child spends time at school in a safe, wholesome, stimulating atmosphere engaged in productive activity under the care and direction of a dedicated staff.
- To be assured that school personnel at no time preempts parental prerogative.
- To be informed of district policy, school rules, and regulations.
- To review their child's records with a certificated staff member.
- At the beginning of each academic year, schools receiving Title 1 funds must inform parents of their right to request information regarding the professional qualifications of their child's teacher. Also, any school that has been identified for Program Improvement or Corrective Action must promptly notify parents regarding an explanation of the identification as well as other requirements specified in the Act.

Responsibilities of Parents

- To visit the school periodically to participate in conferences with teachers, counselors, or administrators regarding the academic, attendance and behavioral status of their child.
- To support their child by ensuring that he/she receives adequate sleep, nutrition, and appropriate clothing before coming to school.
- To apply and maintain consistent and adequate restraints in regards to their child's overall behavior and to approve of reasonable behavioral guidelines as applied by school personnel.
- To cooperate with the school in bringing about improvements designed to enhance the educational program offered students.
- To provide the school with current information regarding legal address, phone, medical data, and other facts, which may help the school to serve their child.

Parent Involvement Opportunities

SOUL Governing Council

Parent involvement is essential to the success of the School of Unlimited Learning. Parent and student representatives are asked to participate in the School Site Governing Council.

SOUL Parent Advisory Meetings

Parent meetings are held regularly throughout the year. The meeting time and date is determined by the parents completing a questionnaire when enrolling their child or at Back to School Night in September. The meetings focus on information pertinent to parents, such as school improvement efforts, mandated testing, school policies and procedures, etc.

Communication

Parents are kept abreast of school activities, events, and the educational progress of their child. The student's case manager, teachers, school administration, and counseling staff initiate contact with parents through phone, mail, email, and/or personal visits. Communication between the school and home is regular and meaningful thus providing a foundation of trust and collaboration. As parents and educators successfully correspond, problems are more readily resolved and students make greater academic progress.

Learning

Parents have active participation in selecting placement options with their child. Regular attendance, providing basic clothing and supplies, assisting with homework, and taking a personal interest in the academic advancement of their child are strongly encouraged. Emphasis is given to the family in becoming the primary accountability structure for the success of their student.

Volunteering

Parents can help the school through assisting in the classroom, in other learning environments, in co-curricular and extra-curricular activities, volunteering to assist with clerical tasks, sharing special skills or knowledge, or mentoring other youth.

Advocacy

Parents contribute to decisions benefiting the school environment and student instruction through a variety of means: parental representation on the Governing Council; parent leadership on the Bilingual Advisory Committee (which meets September through May); and through the parent surveys.

Assurance of Parental Commitment

Enrollment in the School of Unlimited Learning is an acknowledgement by the parent/guardian that they:

- Are willing to remain/become active in the learning of their child while he/she is enrolled in the school;
- Understand and support the distinctive nature of the school and agree to adhere to the school's policies and procedures.
- Receive and read a Parent/Student/Teacher handbook that includes the policies and procedures as well as graduation requirements and courses offered.

Element E: Qualifications of School Employees

The qualifications to be met by individuals to be employed by the school. California Education Code Section 47605(b)(5)(E).

The Fresno Economic Opportunities Commission is solely responsible for the hiring of all charter school staff, the setting of qualifications consistent with this charter and state/federal education laws, and the establishment and administration of employee compensation scales and benefits. Personnel administration is conducted in accordance with Fresno EOC Personnel Policies and Procedures and any School of Unlimited Learning Administrative Policies and Procedures adopted by the charter school's Governing Council and the Fresno EOC Board of Commissioners in the furtherance of this charter. Fresno EOC is non-sectarian in its hiring and employment practices.

No preference is given to teachers employed by FUSD who seek employment with the Fresno EOC charter school. All personnel hired to teach required subjects hold a valid California teaching credential. Counselors and administrators hold a valid California credential appropriate to their designation. Instructors with special subject matter skills may be hired to teach courses not falling within the core academic subjects if credentialed teachers with the skills needed are not available. Instructors of these courses are required to have a college degree with course work in relevant subjects or 3-5 years of professional experience in the subject to be taught. All staff are subject to fingerprint and background checks as required by law.

An administrator, hired by Fresno EOC, performs day-to-day management of the school. Other staff may include case managers, counselors, social workers, job trainers and coaches, and other support staff. Fresno EOC charter school staff are evaluated in accordance with Fresno EOC Personnel Policies and Procedures and other Fresno EOC charter school policies that may be adopted to promote student achievement. Professional development is provided to the staff through several avenues: Fresno EOC Human Resources Department, Fresno EOC Information Technology Department, SOUL administrative staff, contracted professionals, district staff, or state officials.

All credentialed staff have their credentials filed with the Fresno County Office of Education, Fresno EOC Human Resources Department, and the school administrator, hereafter referred to as Principal/Chief Academic Officer (CAO) of the school). The Principal/CAO of the school serves as the advisor for each credentialed staff for credential renewal purposes.

Key qualifications for SOUL staff positions are outlined in specific job descriptions and overseen by Fresno EOC Human Resources Department.

Every employee of the charter school complies with Fresno EOC hiring procedures and those outlined in Section 44237 of the Education Code referencing criminal record summaries. Students with criminal records are handled under current policies of Education Code 49079 requiring notification to teachers about violent students.

Throughout the year, as required by the California Department of Education, SOUL provides employee and student information to the state through the California Longitudinal Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. Fresno EOC/SOUL complies with all mandated state and federal reporting.

As required by law, the school prepares an annual School Accountability Report Card to be approved by the Governing Council and the Fresno EOC Board of Commissioners.

Element F: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. California Education Code Section 47605(b)(5)(F).

The School of Unlimited Learning Charter High School provides and maintains a safe learning and working environment for all pupils and employees. All SOUL facilities meet or exceed state and local building codes. SOUL conducts an annual review and submits an updated annual Safe School Plan to Fresno Unified School District. All staff are subject to fingerprints and background checks as required by law.

SOUL staff are alerted to the health and safety needs of students and their families, staff, and volunteers. Policies and procedures are in place to define observation and reporting requirements for staff as well as attendance policies related to students and staff illnesses. Part of the supportive environment for students includes identifying early warning signs of distress so that appropriate interventions may be implemented. Staff are trained in First Aid and parents or guardians are appropriately notified of student illness or injury. Staff call for emergency medical assistance as warranted by the circumstances. Physicals are provided by Fresno EOC's Health Services as needed, and for all students participating in sports.

Students are required to maintain all health and immunization standards, including TB tests, and other records as required by state law. A copy of student immunization records is kept onsite in each student file. Employees maintain all health and immunization standards and other records as required of all regular Fresno EOC employees. All employees must be trained in First Aid, CPR, and mandated reporting laws.

All immunization and health related issues for both employees and students in the charter school are addressed in accordance with Fresno EOC policy and applicable law (Education Code 47605.b.6).

Fire and Earthquake Preparedness

SOUL has developed, implemented, and maintains an earthquake preparedness program as part of its annual Safe School Plan. The charter school has implemented a fire safety program including scheduled fire drills, earthquake drills, and disaster preparedness training for students and staff as delineated in the annual Safe School Plan. The annual Safe School Plan is revised on an annual basis, approved by SOUL's Governing Council, submitted to Fresno Unified School District by March 1 of each year, and reviewed with school staff at the beginning of each school year.

Physical and Sexual Abuse Training

On-going training is provided to all school employees on the identification of physical abuse, sexual abuse, neglect, and the appropriate responses as required by law. Employees are required to report all incidents of child abuse or suspected child abuse. In addition, annual training on bullying is provided to all staff.

Element G: Means to Achieve a Racial and Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted." California Education Code Section 47605(b)(5)(G).

The School of Unlimited Learning continues to strive to maintain racial and ethnic balance among its pupils that is reflective of the general population within the city of Fresno through SOUL's open enrollment policy.

The School of Unlimited Learning conducts outreach in a variety of ways. SOUL's programs are listed on the Fresno EOC's website. SOUL receives several referrals from many of the programs operated by Fresno EOC, such as Employment and Training, Early Head Start, Fresno EOC Health Clinics, Fresno EOC Sanctuary/Youth Shelter, Fresno EOC Street Outreach, and the WIC program. On a regular basis, SOUL provides updated information to other high schools regarding enrollment, admissions, etc. Over the past several years, SOUL has created close working relationships with such agencies as Fresno County Probation, the Juvenile Justice System, Kaiser Mental Health, and a variety of foster care facilities from which SOUL receives numerous referrals. In addition, SOUL staff is invited on occasion to describe its educational programs and services on local Spanish radio and television. Flyers describing school program and services are made available in Spanish.

Element H: Admissions Requirements

“Admission requirements, if applicable.” California Education Code Section 47605(b)(5)(H).

Charter schools are schools of choice. The charter school admits all pupils who wish to attend the school. For all students, the following apply:

Consistent with California Education Code, Section 47605.d., the School of Unlimited Learning develops and adopts its own procedures for student enrollment. The School of Unlimited Learning has an open enrollment and open exit policy. Enrollment shall be voluntary and no tuition is charged. The School of Unlimited Learning is non-sectarian in its admission policies and its programs and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, or disability and follows federal laws concerning discrimination.

In the event there are too many eligible applicants for the space available, a waiting list is used. When space becomes available, the school uses this list to fill the vacancies by a public random drawing. Consistent with California Education Code 47605.d.2.B, preference is extended to pupils currently attending the charter school and pupils who reside in the Fresno Unified School District. In order to attain SOUL's vision of a racially, economically, and geographically diverse population, SOUL had developed an admissions process designed to reach out to all families and to enable the school to have a balanced and diverse student body.

Educationally disadvantaged students are targeted. Research on the progress of charter schools in meeting the needs of the educationally disadvantaged shows that charter schools can indeed serve all students. Surveys of California's charter schools have demonstrated that these schools are educating a higher percentage of educationally disadvantaged students and below-grade-level students than their counterpart district schools.

If a student has been expelled from another school district, the School of Unlimited Learning reserves the right to review the student expulsion data to determine feasibility of appropriate placement.

The School of Unlimited Learning complies with all state and federal laws relating to the provision of special education services for public school pupils. No student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or the charter school's inability to provide necessary services.

The principal/designee meets regularly with onsite special education personnel. Special education personnel onsite at a charter school should always be working as a team with the school staff. The Principal holds special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents. Persons hired to provide special education services, if not credentialed, receive the specialized training to provide the appropriate services to special education students.

Specific services pertaining to special education students and English Language Learners are specifically outlined in this charter document under Element A: Description of the School's Educational Program.

Element I: Financial (and Programmatic) Audit

“The manner in which annual, independent, financial audits shall be conducted , which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code Section 47605(b)(5)(I).

As a 501.c.3 nonprofit organization, Fresno EOC conforms to existing law that governs non-profit organizations and has established a “financially independent charter school”. This term was recommended by the California Department of Education in October 1997 to distinguish such programs from those operating under the fiscal accountability framework (AB 1200) of the chartering entity. Fresno EOC maintains financial records relating to the operation of the charter school in accordance with generally accepted accounting standards of fiscal management. Fresno EOC conducts, at its own expense, an annual audit of the financial and programmatic operations of the Fresno EOC charter school. The financial audit is conducted as part of the annual overall agency audit, which is performed by an independent auditing firm of certified public accountants who have experience in education finance. A copy of the audit report, including an audit report on the distinct fiscal operations of the school, is submitted to FUSD within 30-days of its completion, which is on or before December 15th. Pending completion of annual audit reports, financial statements are provided to meet other FUSD financial reporting needs.

FUSD’s oversight and monitoring obligations are clearly delineated under Section D, titled “Fiscal Relationship, of the Memorandum of Understanding between Fresno EOC’s SOUL Charter School and Fresno Unified School District”.

Failure to provide an annual audit or resolve material audit exceptions may lead to automatic reconsideration of the charter agreement. To continue operation of the charter school under such circumstances requires approval of the FUSD Board of Trustees.

Fresno Unified School District, as the chartering agency, is not liable for the debts or obligations of the charter school (Education Code 47604.c).

Element J: Pupil Suspension and Expulsion

"The procedures by which pupils can be suspended or expelled." California Education Code Section 47605(b)(5)(J).

Student Suspension and Expulsion

Pursuant to California Education Code, Sections 48900 through 48927, students of the School of Unlimited Learning may be expelled from the charter school for persistent non-compliance with the terms of this charter and the rules, procedures, and policies outlined in the SOUL parent/student handbook. SOUL maintains a comprehensive set of student discipline policies. These policies are distributed as part of the school's parent/student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, work habits, and acceptable behavior.

Suspension, the temporary removal of the student from the student body, is a serious disciplinary sanction. A student is suspended for repeated major behavioral violations or for serious misconduct after having been placed on a student contract. A suspended student is removed from all extra-curricular and co-curricular activities for a designated period of time.

Withdrawal from Program

In lieu of expulsion, SOUL reserves the right to remove a student from the program. Upon recommendation by the Guidance Dean, the Principal pursues a student's expulsion and/or permanent removal from the school. A student may be expelled for continual or serious misconduct (violation of Zero Tolerance Policy), or for a serious offense or for a series of infractions detrimental to the order of the school.

SOUL's procedures for handling student discipline, suspension, and expulsion from the program follow the procedures identified in California Education Code, Section 48900. Prior to enrollment, each student and his/her parent/guardian are required to verify that they have reviewed and understand the school policies. Students that have either violated the school's discipline policies, who have caused a serious disruption to the educational process, and/or who present a safety threat may be suspended for up to 5 school days. The school notifies and confers with the student's parent/guardian as soon as possible regarding the suspension. If the violation of the discipline policy constitutes a serious offense, and/or if the student presents an ongoing threat to the safety of the school in general, school administration may take action to expel the student from the school. In such cases, the school sends a written notice of the facts, allegations, and student/parent rights to the parent/guardian and a committee designated by administration holds a hearing regarding the offense. The committee may recommend that the student be expelled or offered reinstatement, as appropriate. These processes are amended as required by law to protect the rights of students with disabilities or exceptional needs.

Grounds for Suspension and Expulsion of Students

Education Code 48900 – Conditions for Suspension/Expulsion

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has violated section 48900, section 48900.2, section 48900.3, or section 48900.4 of the California Education Code: (1) While open school grounds; (2) While going to or coming from school; (3) During the lunch period whether on or off campus or (4) During, or while going to or coming from a school sponsored activity or under the supervision of school staff.

A student may be suspended or expelled for any of the following acts when it is determined the pupil:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another except in self-defense.
- (b) Possessed sold, or otherwise furnished any firearm, knife, explosive, mace/pepper spray or other dangerous object unless, in the case of possession of any object of this type the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
- (c) Unlawfully possessed, used sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) Of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Engaged in hazing, or malicious defamation of other pupils or school personnel.
- (m) Committed an act in violation of the Dress Code, Closed Campus or any other SOUL Governing Council Policy and or school regulation.
- (n) Engaged in a gang-related activity.
- (o) Knowingly received stolen school property or private property.

(p) Possession of an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.

(q) Committed or attempted to commit a sexual assault as defined in Section 261. 266c. 286. 288. 288a. or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(r) Harassed threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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(s) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(t) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

(u) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

(v) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section applies to pupils in any of grades 4 to 12, inclusive.

(w) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section applies apply to pupils in any of grades 4 to 12, inclusive.

(x) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section applies to pupils in any of grades 4 to 12, inclusive.

(y) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or

other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School

(z) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury are subject to discipline pursuant to subdivision (1). (a1) Caused, attempted to cause, or threatened to cause physical injury to another person.

Education Code 48900 (.2)

Sexual Harassment, as defined in Section 212.5, grades 4-12.

- (.3) Attempted, threatened, caused, or participated in an act of hate violence, grades 4-12. In addition to the reasons specified in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from the program if the principal of the school in which the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 33032.5 Hate Violence Defined EC (e) as used in the section, "hate violence" means any act punishable under Section 422.6 or 422.75 of the penal code.
- (.4) Intentionally engaged in harassment, threats, or intimidation against a pupil or group of pupils, grades 4-12.
- (.7) Made terrorist threats against school officials or school property, or both.

Education Code 48915

1. Mandatory Recommendation for Expulsion: (1) causing serious physical injury to another person, except in self-defense; (2) possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil at school; (3) unlawful possession of

any controlled substance except for the first offense for the possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis; (4) robbery or extortion; and (5) assault or battery upon a school employee.

2. Mandatory Expulsion Requirements: (1) Possessing, selling, or otherwise furnishing a firearm verified by an employee of a school district); (2) brandishing a knife at another person; (3) unlawfully selling a controlled substance; and (4) committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subsection (n) of Section 48900.

This policy will apply to students in grades 9-12. Hereafter, all students who possess and/or commit the actions listed under the Zero Tolerance Policy are immediately suspended and recommended for expulsion, unless the particular circumstances of the case show that expulsion is inappropriate. No exceptions are made in the case of possession of a loaded or unloaded firearm.

Enforcement of Discipline

A pupil may not be suspended or expelled from the program, for any of the acts enumerated unless that act is related to SOUL School academia, activities and/or attendance under the jurisdiction of the Fresno Economic Opportunities Commission. A pupil may be suspended or expelled for acts which are enumerated in the Education Code and are related to school academics, activities, or attendance that occur anytime, including but not limited to, any of the following: while on school grounds, while going to or coming from school, during the lunch period (whether on or off the campus), during, or while going to or coming from a school sponsored activity.

The principal or designee takes appropriate action to eliminate possession, use, or sale of alcohol and other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and wellbeing of students. Student possession, sales, and/or use of drugs or alcohol, and the results thereof, are subject to disciplinary procedure that results in suspension and/or expulsion.

Upon recommendation by the Guidance Dean, the Principal will pursue the student's expulsion and/or permanent removal from the school. A student may be expelled for continual or serious misconduct (violation of Zero Tolerance Policy outlined in the SOUL parent/student handbook and consistent with California Education Code, § 48900). A student can be expelled for a serious offense, or for a series of infractions detrimental to the order of the school.

All acts of violence committed and instances of possession of weapons are recorded per pupil, on their record. In every case, students who violate applicable Education and Penal Codes referenced by this policy are referred to the appropriate law enforcement authorities. Parents/guardians acknowledge receipt of the Zero Tolerance Letter of Notification by their signature.

Services During Suspension

Students suspended for more than ten (10) school days in a school year continue to receive services so as to enable the student to:

- Continue to participate in the general education curriculum, although in another setting.
- To make progress toward the goals set out in the child's IEP, and receive a functional behavioral assessment or functional analysis.
- Receive behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided on an interim basis in an alternative, educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SOUL staff, the parent, and relevant members of the IEP Team reviews all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability.
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct is determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team does the following:

- a) Conducts a functional behavioral assessment or a functional analysis assessment, and implements a behavioral intervention plan for said child, provided that the Charter School had not conducted such an assessment prior to the behavior that resulted in a change of placement;
- b) Reviews the child's behavioral intervention plan if the child already has such a plan (or develop one if necessary) and discuss what, if any, modifications would be necessary to address the behavior.
- c) Returns the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Disciplinary Records

The Charter School maintains records of all student suspensions at the Charter School.

Expelled Pupils

Pupils who are expelled for misconduct or violation of the California Education Code are responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. SOUL staff work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placement.

Admission/Readmission Previously Expelled Student

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school is up to the sole discretion of the SOUL administrative staff as to whether the pupil poses a threat to others or is disruptive to the school environment.

SOUL's discipline policies and procedures are reviewed annually and, when necessary, modified to reflect changes in California Education Code, EOC Board Policy and charter law. SOUL recognizes the need for increased flexibility in dealing with safety issues, as well as due process protections for students identified with special needs. Special education records are used, in addition to discipline records, in making final decisions in regards to disciplinary action. The rights of students with disabilities will be upheld according to the federal and state rules and regulations that govern services to students with disabilities.

Element K: Staff Retirement System

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Education Code Section 47605(b)(5)(K).

All certificated and classified SOUL school staff are employees of Fresno EOC and are eligible for Fresno EOC benefits on the same basis as other Fresno EOC employees. Specifically, the Human Resources Department of Fresno EOC is responsible for the oversight of all coverage and payments, including Federal Social Security and an employer-supported pension plan.

FRESNO EOC POLICY 3050 PENSION PLAN

PURPOSE: To provide eligible employees with pension benefits in addition to basic social security benefits.

POLICY: It is the policy of Fresno EOC to provide a defined contribution pension plan funded by contributions made by Fresno EOC and voluntary contributions from employees. All benefits provided in the pension plan are described in the plan document which is available for examination in the Human Resources Office. This document is available for examination by any plan participant or beneficiary.

REFERENCE: Pension Plan of Fresno EOC as amended; Internal Revenue Code § 415; Employee Retirement Income Security Act of 1974; 1991 Omnibus Bill.

PROCEDURES:

I. CONTRIBUTIONS

On December 30, 1980, the Fresno Economic Opportunities Commission adopted a defined contribution plan. The benefits provided by the Plan are funded by contributions made by Fresno EOC plus the income derived from the investment of such contributions. Fresno EOC contributes an amount equal to five percent (5%) of each employee's compensation during the Plan year. Employees may, but are not required to, make voluntary contributions to the Plan in an amount not to exceed ten percent (10%) of their compensation during the Plan year. All amounts contributed may not exceed the limitations set forth in Section 415 of the Internal Revenue Code.

Accrued benefits derived from contributions made by Fresno EOC are immediately vested and non-forfeitable at all times. Employee accounts will be increased by investment earnings and decreased by any investment losses.

II. ELIGIBILITY

Employees become eligible to participate in the Pension Plan after they have completed two (2) years of service without an intervening break in service and have attained twenty-one (21) years of age. For purposes of determining eligibility for participation in the Plan, a “year of service” shall mean a consecutive twelve (12) month period commencing on the date on which the employee is employed and during which the employee completes not less than one thousand (1,000) hours of service.

III. ENROLLMENT IN THE PLAN

Employees who are eligible will be notified of their eligibility and will automatically be enrolled in the Plan. At this time employees may sign up to have voluntary contributions made to the Plan. Employees are required to complete a Beneficiary Designation form.

IV. DISTRIBUTION OF FUNDS

An employee may request distribution of funds within thirty (30) days (or ninety (90) days after the end of the plan year to receive income earned for the previous year) when either of the following events occur: (1) retirement, (2) termination of employment, or (3) permanent and total disability.

Terminating employees may elect to stay in the plan if their benefits are in excess of \$3,500, or they may elect to have a rollover made into a qualified plan which will accept a rollover.

V. RETIREMENT BENEFITS

Retired participants age sixty-five (65) or older may elect to receive a monthly, quarterly, or annual installment. Distribution of benefits must commence no later than April 1 of the calendar year following the calendar year in which a participant attains age seventy and one-half (70½).

VI. AMENDMENTS/TERMINATION OF THE PLAN

Fresno EOC reserves the right to amend the Pension Plan. No Plan amendment can reduce a participant's interest in the vested account balance, nor divert any portion of Plan assets to any purpose other than the payment of retirement benefits or defraying reasonable trust expenses. The Board of Commissioners of Fresno Economic Opportunities Commission has the authority to terminate the Plan by appropriate resolution and amendment. In the event of a Plan termination, a participant's interest in the Plan remains one hundred percent (100%) vested and non-forfeitable, and the participant's interest will be distributed as if the participant had terminated employment prior to retirement.

Element L: Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.” Education Code Section 47605(b)(5)(L).

Requiring students to attend a charter school is prohibited by State law; therefore, enrollment in the School of Unlimited Learning is voluntary.

The public school attendance alternatives for pupils not choosing to participate in the charter school are:

- The nearest district public school.
- Other public schools within the district through intra-district transfer.
- Other public schools outside the district through inter-district transfer.

Students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the School of Unlimited Learning, except to the extent that such a right is extended by the local education agency.

Element M: Rights of Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school”. California Education Code Section 47605(b)(5)(M).

The Fresno Economic Opportunities Commission is solely responsible for the hiring of all charter school staff, the setting of qualifications consistent with this charter, and the establishment and administration of employee compensation scales and benefits. Any Fresno Unified employee who leaves employment to work at the charter school will not have return rights to Fresno Unified School District.

Element N: Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.” California Education Code Section 47605(b)(5)(N)

If a conflict or dispute arises out of or relating to this charter and if the dispute cannot be settled through direct discussions, the parties agree to first endeavor to settle the dispute in an amicable manner by mediation. In the event that agreement cannot be reached through mediation, the matter is settled by arbitration administered by the American Arbitration Association and judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. The mediation filing fee and expenses of the American Arbitration Association and the mediator be borne equally or as otherwise agreed by the parties.

Fresno EOC/SOUL and the District are encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. All Charter School disputes other than disputes between the District and Fresno EOC/SOUL are handled in accordance with the Charter School's own internal policies.

In the event of a dispute between Fresno EOC/SOUL and the District, Fresno EOC/SOUL staff, employees and Board members of the Fresno EOC and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Chief Executive Officer of Fresno EOC or an appointed designee. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Fresno EOC/SOUL requests that this is noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section are not interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607. It is expressly acknowledged that the District's rights pursuant to Education Code Section 47607 supersede this dispute resolution process.

Fresno EOC and Fresno Unified School District designees shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties will identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of Fresno EOC and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, Fresno EOC and Fresno Unified School District designees shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by Fresno EOC and Fresno Unified School District designees. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Fresno EOC/SOUL. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Fresno EOC/SOUL.

Element O: School Closure Procedures

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records" California . Education Code Section 47605(b)(5)(P)

The following are closing procedures that abide by California Education Code section 47605(b)(5)(P), should the School of Unlimited Learning close for any reason. The decision to

close the School of Unlimited Learning either by the Fresno Economic Opportunities Commission's (hereafter referred to as Fresno EOC) Board of Commissioners or by the Fresno Unified School District Board will be documented in a closure action. The closure action shall be deemed to have been automatically made when any of the following occurs: the charter is revoked or not renewed by the FUSD Board of Education; Fresno EOC Board of Commissioners votes to close the School of Unlimited Learning; or the charter lapses. In the event of a closure, the following steps are to be implemented:

1. The School of Unlimited Learning and the Fresno EOC Board of Commissioners shall cooperate and assist the District in all matters pertaining to the closure of the School of Unlimited Learning, including, without limitation, working with the District in creating and implementing a Charter School Closure Agreement, attending meetings with the District, Fresno County Office of Education, and/or the State Department of Education, preparing a schedule of closing tasks with dates, obtaining and providing additional information and documentation, and interpreting and explaining any ambiguous records or information.
2. Closure of the School of Unlimited Learning will be documented by official action of the Fresno EOC Board of Commissioners or the Fresno Unified School District Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.
3. Fresno EOC/School of Unlimited Learning Board of Commissioners will promptly issue written notification by registered mail to parents/guardians and students of the Charter School, the District, the Fresno County Office of Education, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
4. Fresno EOC/School of Unlimited Learning will ensure that the written notification to the parents/guardians and students of the Charter School of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
5. Fresno EOC/School of Unlimited Learning will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

6. Fresno EOC/School of Unlimited Learning shall provide written notification to FUSD of the list of returning students and their home schools, to be made promptly upon the closure action.
7. Fresno EOC/School of Unlimited Learning shall allow the District access, inspection and copying of all school records, including school financial and attendance records, upon written request by FUSD.
8. As applicable, Fresno EOC/School of Unlimited Learning will provide parents/guardians, students and the District with copies of all appropriate student records, including grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements, and will otherwise assist students in transferring to their next school. The process for transferring student records to the receiving schools shall be in accordance with FUSD procedures for students moving from one school to another. Fresno EOC/School of Unlimited Learning shall transfer student records to the receiving schools, within seven calendar days from the determination of an action to close or when parents notify the School of Unlimited Learning of the receiving school. Records of students who have not notified the School of Unlimited Learning in writing of a receiving school will be sent to the student's school of residence. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Fresno EOC/School of Unlimited Learning will ask the District to store and maintain original records of Charter School students. All records of the School of Unlimited Learning shall be transferred to the District upon the School of Unlimited Learning's closure. If the District will not or cannot store the records, Fresno EOC/School of Unlimited Learning shall work with the County Office of Education to determine a suitable alternate location for storage.
9. All state assessment results and special education records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
10. As soon as reasonably practical, Fresno EOC/School of Unlimited Learning will prepare final financial records. Fresno EOC/School of Unlimited Learning will also have an independent audit completed within six months after the School of Unlimited Learning's closure. Fresno EOC/School of Unlimited Learning will pay for the final audit. This final audit can also function as the annual audit. The audit will be prepared by a qualified Certified Public Accountant selected by Fresno EOC. The audit will be conducted using Accounting Principles generally accepted in the United States of America. The audit will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and

an assessment of the disposition of any restricted funds received by or due to Fresno EOC/School of Unlimited Learning.

11. Fresno EOC/School of Unlimited Learning will complete and file any annual reports required pursuant to Education Code section 47604.33.
12. On closure of the charter school, Fresno EOC/School of Unlimited Learning shall dispose of any and all net assets of the School of Unlimited Learning remaining after all liabilities of the charter school have been paid or otherwise addressed in accordance with the provisions of this section. The disposition of the School of Unlimited Learning's assets shall include, but not be limited to, the following dispositions:
 - All assets of the School, including but not limited to leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the Fresno Economic Opportunities Commission and shall be distributed in accordance with the Articles of Incorporation or Bylaws upon the dissolution of the non-profit public benefit corporation.
 - Any liability or debt incurred by the School of Unlimited Learning will be the responsibility of the Fresno Economic Opportunities Commission and not the District. The School of Unlimited Learning understands and acknowledges that the Fresno EOC/School of Unlimited Learning will cover the outstanding debts or liabilities of the Charter School. Fresno EOC/School of Unlimited Learning understands and acknowledges that only unrestricted funds will be used to pay creditors.
 - Any assets originally acquired from the District or District property will be promptly returned upon the School of Unlimited Learning's closure to the District.
 - The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
 - The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
13. On closure, Fresno EOC/School of Unlimited Learning shall remain solely responsible for all liabilities arising from the operation of the Charter School. The District shall not assume, in any way, responsibility or liability for any debts, obligations, or liabilities of the School of Unlimited Learning, including, without limitation, liability for any and all claims, damages, losses, causes of action and demands, including reasonable attorneys' fees and costs, liability for claims of any

employees for unpaid wages or other damages, liability for “start-up” loans received by the School of Unlimited Learning, “bridge” loans received by the School of Unlimited Learning, liability for personal injury or property damage, or liability to any vendors, lessors, creditors, or parents.

14. As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures in the non-profit public benefit corporations Bylaws and as set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
15. For six calendar months from the closure action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by Fresno EOC Board of Commissioners will retain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

This Element O shall survive the revocation, expiration, termination, or cancellation of this charter or any other act or event that would end the School of Unlimited Learning’s right to operate as a charter school or cause the Charter School to cease operation. Fresno EOC/School of Unlimited Learning and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should charter school breach any obligation under this Element O. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element O or any provision of this Element O or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

V. ADDITIONAL PROVISIONS

Financial Planning, Reporting, and Accountability

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. Education Code Section 47605.6(h)

Attached, as Appendix A, please find a detailed five-year budget that includes revenue and expense projections, plus monthly cash-flows for one year, and an explanation of the assumptions used in preparing the budget. These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the authorizer as follows, and may provide additional fiscal reports as requested by the authorizer:

- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the authorizer, County, State Controller, California Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Impact Statement/Facilities

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education. Education Code Section 47605.6(h)

The School of Unlimited Learning (SOUL) is operated by Fresno Economic Opportunities Commission (Fresno EOC) a large non-profit community action program within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the

debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Fresno EOC/ SOUL shall work diligently to assist the authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer-requested protocol to ensure the authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School and the authorizer may enter into a memorandum of understanding, wherein the Charter School shall indemnify the authorizer for the actions of the Charter School under this charter.

The bylaws of Fresno EOC/SOUL Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School has purchased general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, insurance amounts will be determined by the recommendation of the insurance company of the Fresno Economic Opportunities Commission.

The Fresno EOC Board of Commissioners has instituted appropriate agencywide risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

The School of Unlimited Learning is located in at 2336 Calaveras St. This facility is leased from the Fresno EOC Sanctuary and includes approximately 15,000 square feet of indoor space. There are six classrooms, seven offices, one cafeteria and a theater/auditorium. SOUL's lease is renewed annually.

Special Education Local Plan Area (SELPA)

As outlined in Element A, *"Serving Students with Disabilities"* SOUL is compliant with all applicable state and federal laws in providing services to students with disabilities, including Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Improvement Act (IDEIA) and all other civil rights enforced by the U.S. Department of Education Office of Civil Rights. Furthermore, SOUL complies with all the provisions of AB 602, applicable SELPA guidelines, and additional federal and state laws that apply to it pertaining special education students. SOUL functions as a public school of the District for purposes of providing special education and related services pursuant to Education Code Section 47641(b). It complies with all state and federal laws related to the provision of special education instruction and services and all SELPA policies and procedures, and utilize appropriate SELPA forms. SOUL is solely responsible for its compliance with Section 504 and the ADA. The SOUL campus is accessible for all students with disabilities. Students with disabilities who enroll in SOUL shall be provided services as outlined in the MOU with the Fresno Unified School District. As its own LEA and member of Fresno Unified's SELPA, SOUL works in cooperation with all local and state agencies to ensure that a free and appropriate education is provided to all students with exceptional needs.

Per federal law, all students with disabilities are fully integrated into the programs of SOUL, with the necessary materials, mandated services, and equipment to support their learning. SOUL meets all the requirements mandated within a student's Individual Education Plan (IEP). SOUL includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Administrative Services

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the school are to be provided. Education Code Section 47605.6(h)

SOUL receives all of its administrative services including, but not limited to, financial management, human resources, payroll, etc., through Fresno County Economic Opportunities Commissions doing business as Fresno Economic Opportunities Commission.

Insurance

As a program of Fresno Economic Opportunities Commission, SOUL has general liability, workers compensation, excess liability, and other necessary insurance of the types and in the amounts required for a county-wide agency of similar purpose and circumstance.

Coverage amounts are based on recommendations provided by the Agency's third party insurance broker which are then approved by the CEO and Board of Commissioners.

VI: Required Appendices:

School of Unlimited Learning Five-Year Budget: 2019-2023

2018-2023
SCHOOL OF UNLIMITED LEARNING
Multi-Year Projection

CHARTER NAME: School of Unlimited Learning

CHARTERING AUTHORITY: (if applicable) Fresno Unified School District

	2018/2019	2019/2020	2020/2021
UNRESTRICTED (Resources 0000-1999)			
REVENUES AND OTHER FINANCING SOURCES			
Revenue Limit Sources	2,294,256	2,435,702	2,569,593
Federal Revenues	27,300	0	0
Other State Revenues	27,300	27,360	24,519
Other Local Revenues	7,000	7,000	7,000
Other Financing Sources	0	0	0
Total, Revenues	2,355,916	2,470,062	2,601,112
EXPENDITURES AND OTHER FINANCING USES			
Certificated Salaries	883,519	905,625	926,285
Classified Salaries	344,358	352,986	361,850
Employee Benefits	390,675	400,650	405,426
Books and Supplies	39,550	43,527	70,756
Services, Other Operating Expenses	697,784	767,274	834,815
Capital Outlay	0	0	0
Other Outgo (excl. Direct Support/Indirect Costs)	7,100,739	7,400,749	0
Direct Support/Indirect Costs	7,300,739	0	0
Other Financing Uses	0	0	0
Total, Expenditures	2,355,916	2,470,062	2,601,112
Net Increases/(Decreases) in Fund Balance	0	0	0

FUND BALANCE			
Net Beginning Fund Balance	616,343	616,343	616,343
TOTAL, Ending Fund Balance	616,343	616,343	616,343

DISTRICT BUDGET ASSUMPTIONS:

Revenue Assumptions:

Expense Assumptions:

2018-2023
SCHOOL OF UNLIMITED LEARNING
Multi-Year Projection

	2018/2019	2019/2020	2020/2021
RESTRICTED (Resources 2000-9999)			
REVENUES AND OTHER FINANCING SOURCES			
Revenue Limit Sources	6010-8099	0	0
Federal Revenues	8100-8299	67,500	67,500
Other State Revenues	8300-8599	40,000	42,841
Other Local Revenues	8600-8799	-	-
Other Financing Sources	8910-8999	-	-
Total, Revenues	107,500	107,500	110,341
EXPENDITURES AND OTHER FINANCING USES			
Certificated Salaries	1000-1999	-	-
Classified Salaries	2000-2999	48,243	49,445
Employees Benefits	3000-3999	14,884	15,051
Books and Supplies	4000-4999	30,000	30,000
Services, Other, Operating Expenses	5000-5999	14,373	13,004
Capital Outlay	6000-6999	0	0
Other Outgo (excl. Direct Support/Indirect Costs)	7100-7299; 7400-7499	0	0
Direct Support/Indirect Costs	7300-7399	0	0
Other Financing Uses	7610-7699	0	0
Total, Expenditures	107,500	107,500	110,341.00
Net Increases/(Decreases) in Fund Balance	0	0	0
FUND BALANCE			
Net Beginning Fund Balance	9791	0	0
TOTAL, Ending Fund Balance	9790	0	0

DISTRICT BUDGET ASSUMPTIONS:

Revenue Assumptions:	
Expense Assumptions:	

2018-2023
SCHOOL OF UNLIMITED LEARNING
Multi-Year Projection

	2018/2019	2019/2020	2020/2021
UNRESTRICTED/RESTRICTED			
REVENUES AND OTHER FINANCING SOURCES			
Revenue Limit Sources	2,294,256	2,435,702	2,569,593
Federal Revenues	94,800	67,500	67,500
Other State Revenues	67,360	67,360	67,360
Other Local Revenues	7,000	7,000	7,000
Other Financing Sources	0	0	0
Total, Revenues	2,463,416	2,577,562	2,711,453
EXPENDITURES AND OTHER FINANCING USES			
Certificated Salaries	883,519	905,625	928,265
Classified Salaries	392,631	402,431	412,532
Employees Benefits	405,559	415,701	420,649
Books and Supplies	68,550	73,527	100,756
Services, Other Operating Expenses	712,157	780,278	849,251
Capital Outlay	0	0	0
Other Outgo (excl. Direct Support/Indirect Costs)	7100,7299,7400,7499	0	0
Direct Support/Indirect Costs	7300,7399	0	0
Other Financing Uses	7610,7699	0	0
Total, Expenditures	2,463,416	2,577,562	2,711,453
Net Increases/(Decreases) in Fund Balance	0	0	0
FUND BALANCE			
Net Beginning Fund Balance	616,343	616,343	616,343
TOTAL, Ending Fund Balance	616,343	616,343	616,343
	ADA	ADA	ADA
	Enrollment	Enrollment	Enrollment
	Unduplicated Count	Unduplicated Count	Unduplicated Count
	9711	9711	9711
	9712	9712	9712
	9713	9713	9713
	9770	9770	9770
	9780	9780	9780
	9791	9791	9791
COMPONENTS OF ENDING FUND BALANCE:			
Reserve for Revolving Cash	0.00	0.00	0.00
Stores	0.00	0.00	0.00
Prepaid Expenditures	0.00	0.00	0.00
Designated for Economic Uncertainties	0.00	0.00	0.00
Other Designations	0.00	0.00	0.00
Undesignated Amount	0	0	0
Components of Ending Fund Balance	0	0	0

Request for Board Member Information

**Fresno Unified School District
Request for Board Member Information**

Personal Information

Name (First/Middle/Last): Jeff Davis Jr.			
Other Names Used (i.e. Maiden/Former Married): N/A			
Current address: 578 Gateway Ave.			
City: Clovis	State: CA.	Zip Code: 93612	
Daytime Phone: (559) 263-1106	Cell (559) 994-6182	Fax N/A	
Email Address: Jeff.davis@fresnoeoc.org			

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? Yes No

Please submit typed responses to the inquiries below:

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

I became aware of the Advisory Committee through the School Administrator as result of collaborative efforts to expand job readiness/career preparation services and resources for students on the SOUL campus. As a result of these successful efforts, the Administrator submitted my name to the selection committee.

2. Explain why you wish to serve on the board.

I believe that I can assist SOUL and its students with successfully navigating their personal realization of secondary/post-secondary and career focused goals. Additionally, I believe that I can assist the school, Advisory Committee and school staff with school accountability while identifying additional resources necessary to vocational and post-secondary instructional integration into overall school course work.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I currently am a member of the School of Unlimited learning (SOUL) Advisory Committee and have served on this committee for the past 3 years. Additionally, I have routinely served as staff supporting the efforts and mission of additional non-profit boards and committees (Fresno Regional Workforce Development Board and Youth Council).

4. Describe your understanding of the appropriate role of a public charter school board member.

The role of a public charter school board member includes ensuring the fiscal solvency of the school, evaluating the effectiveness of instruction provided to students, ensuring that all state educational codes and policies are adhered to and reviewing and approving school strategic plans associated with quality and content of instructional structure and services.

5. Indicate specifically the knowledge and experience that you would bring to the board.

I have involved in the provision of educational and employment related programs and services for the past 38 years. My experience includes being the Project Director and Director of Employment and Training Services at Fresno EOC for the past 16 years. During that time I have designed programs and elements to facilitate educational and career focused growth of students served, have carried out oversight responsibilities including budget development and management, facilitated staff development and managed overall program performance and accountability.

6. Please provide a forecast of where you see the school in one year and then again in five years.

I envision in one years' time the school will implement a broader approach of designing a school curriculum with competitive career paths that will attract a greater range of students from diverse socio-economic backgrounds and geographic areas. Linking curriculum with a particular career pathway focused on local demand areas will provide greater opportunities for our high school youth and, in the end, achieve the greatest results.

Within the next five years I envision that SOUL's mission will shift from a credit recovery school for at-risk students to a career academy that prepares high school students for post-secondary training and employment in high demand jobs. During this expansion SOUL will provide a non-traditional educational setting where students can learn relevant job skills and apply what they have learned in school to the workplace.

7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)?

I would share my belief and reasons for this belief with the Board Chair and School Administrator and request an investigation to determine the validity of my belief.

Conflict of Interest

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship. N/A
9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship. N/A
10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business. N/A
11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners,

or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship. N/A

12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider. N/A

13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship. N/A

14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts. N/A

Educational Philosophy

15. Please describe your understanding of the school's mission and/or philosophy.

SOUL's mission and philosophy includes being the catalyst to align education with market demand skills and intra agency resources that will prepare high school students for success in today's evolving workforce.

16. Please indicate your level of familiarity with the educational program that the school utilizes.

The School of Unlimited Learning serves at-risk students ages 14 through 22, and grades 9 through 12, who have not yet received a high school diploma, many of whom are at high risk of dropping out of school. The majority of SOUL students reside in economically depressed areas within the Fresno metropolitan area. In addition, many of these young men and women arrive at SOUL bearing a history of school transiency, limited connectedness to school, and a lack of educational and career goals. A review of their scholastic career typically indicates a failure to benefit from available support services in a traditional school system, and the need for more comprehensive social services. SOUL offers the presence and support of case managers and truancy prevention personnel in the classroom-based program, in combination with the individualized learning opportunities offered in the independent study program, which help the students and their families address their social and emotional needs, thus bringing the students to a point where they are better prepared and focused to learn.

17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I believe that the key characteristics of a successful school include a competent and innovative staff, strong leadership, solid school structure including policies and procedures and all necessary resources to address student deficiencies and barriers. I believe the steps necessary to ensuring that the school is successful should include ongoing review of student academic achievement reports, periodic review of student demographics identification of additional resources to support student achievement and direct involvement in the hiring of administrative staff.

Background Information- insert resume here
Include the following information in resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.
- Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature: 

Name: Jeff Davis Jr.

Position with School Development Team:

Date: 2/13/18

JEFF DAVIS JR.

578 Gateway Ave. | Clovis, Ca. 93612 | (559) 765-4841

SKILLS PROFILE

- ❖ Extensive Planning /Management/Supervisory Skills
- ❖ Proficient Knowledge of Department of Labor Regulations
- ❖ Detailed Budget Preparation and Analysis Skills
- ❖ Good Grant Writing Background
- ❖ Efficient Computer Skills
- ❖ Effective Oral/Written Communication Skills

EMPLOYMENT HISTORY

Fresno Economic Opportunities Commission 2002 — Present

Employment and Training Services Department Project Director/Director

- ❖ Responsible for Division oversight, planning, development and program implementation
- ❖ Regularly develop budgets
- ❖ Review the expenditure of program funds, program performance including outcomes achieved, and any corrective action necessary
- ❖ Responsible for the submission of any required reports
- ❖ Conducting Board/Committee presentations
- ❖ Development and submission of grant funding applications/proposals
- ❖ Ensuring adequate and ongoing training of all program staff

Fresno Workforce Development Board 1999 — 2002

Youth Services Consultant

- ❖ Responsible for the development of youth service program strategies, systems and resources
- ❖ Responsible for providing guidance and program oversight to existing youth programs funded under the Workforce Investment Act (WIA)
- ❖ Developed Request For Proposal Competitive Procurement Documents.
- ❖ Developed and maintained youth services provider contracts

Fresno Economic Opportunities Commission 1986 — 1999

Coordinator/Vocational Counselor

- ❖ Responsible for insuring all program performance standards are met
- ❖ Responsible for provision of services to all participants are adequate
- ❖ Responsible for the timely and appropriate expenditure of all funds associated with the program
- ❖ Career counseling, assessment of participant barriers
- ❖ Enrollment and monitoring of participant in various services
- ❖ Provision of assistance and guidance to other Vocational Counselors

EDUCATION

- ❖ Attended Fresno City College, General Studies
- ❖ Attended California State University of Fresno, Majoring in Social Science

PROFESSIONAL AFFILIATIONS

- ❖ Member of American Legion Post 511
- ❖ Past Member of County of Fresno Court School PTA
- ❖ Member of the Soul Governing Council

PROFESSIONAL REFERENCES

- ❖ Naomi Quiring Mizumoto, Fresno EOC Chief Programs Officer
- ❖ Dr. Mark Wilson, Ed.D., Principal, School of Unlimited Learning Charter High School

Fresno Unified School District
Request for Board Member Information

Personal Information

Michael Petrovich, Ph.D.

n/a

3715 w. fir ave

Fresno, Ca. 93711

559-974-0730

petrovichmichael19@gmail.com

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? . Yes

Please submit typed responses to the inquiries below:

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board. A co-worker at Kaiser Permanente told me about it. We established a relationship with the school principle and case manager to allow psychology interns from Kaiser to do volunteer work at SOUL. I was invited to join the board shortly there after. This was about 20 years ago and the internship program with Kaiser and SOUL continues.
2. Explain why you wish to serve on the board. I value the opportunity to participate in supporting the staff's service to the students and parents of SOUL school. These students are often not able to do well in large school systems and benefit from the individualized approach at SOUL. They are often the first to graduate from high school in their family, which is very exciting to witness.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. No, the SOUL Board is the only board I have served on.
4. Describe your understanding of the appropriate role of a public charter school board member. Review the budget, staffing, programing, marketing of the program, and offer feedback to the School and EOC administration on the strengths and weaknesses of the program, so the educational needs of the students can best be served. According to our Bylaws, the governing council reviews all fiscal and programmatic policies and operations of the school. We provide reports and recommendations to the Full EOC Board of Commissioners, which retains the legal responsibility for the programmatic and fiscal operations of the School of Unlimited Learning (SOUL). The council also serves as a liaison between the school and other agencies within the community. The council also recruits new members to serve on the council.

5. Indicate specifically the knowledge and experience that you would bring to the board. I am a licensed psychologist and understand how emotional stress can interfere with learning. I support the schools innovative ways of coaching students on ways of coping with stress in order to better learn the information and skills that will lead to obtaining their high school diploma.

6. Please provide a forecast of where you see the school in one year and then again in five years. Continue to maintain WASC accreditation, improve graduation rates, improve attendance and enrollment. Continue to help disadvantaged youth and their families prepare for life after high school by learning how to learn in this age of increased technology. Continue to excite students about being life long learners, responsible adults, and good citizens. Continue to improve students ability to pass standardized tests, such as the California High School Exit Exam.

7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)?

Contact their supervisors. This would include supervisors with the SOUL school as well as supervisors from the EOC and the Fresno Unified liaison.

Conflict of Interest

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship. None

9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship. None

10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business. None

11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship. No

12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider. No

13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship. No

14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts. None

Educational Philosophy

15. Please describe your understanding of the school's mission and/or philosophy. To help students learn how to learn, especially in this increasingly complex, technological society. Also, to help students value the process of learning so they will enjoy and value learning throughout life. SOUL also promotes the value of education for being a prosocial, productive citizen who helps others and develops the skills for moving toward a career after the completion of high school. SOUL teaches effective communication skills and promotes critical thinking ability as well.

16. Please indicate your level of familiarity with the educational program that the school utilizes. The school offers access to the PLATO on line program to help complete credits necessary for graduation and to strengthen reading, math, and writing skills. An independent study program is also offered. Teachers receive training on utilizing a variety of methods to increase student motivation for learning and responsibility for learning. The Explicit Direct Instruction Model is one example of such training for staff development. Common Core training has also been utilized. Training on helping students whose primary language may not have been English in earlier years is also offered. Students receive training on how to take test and how to prepare for standardized tests is also offered.

17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful? Attendance, parent involvement, skilled and motivated teachers, counselors, and leaders are all essential. Students also need to be in a safe environment where they feel valued and understood as individuals. Learning experiences should meet state and federal guidelines but also be fun and relevant to student interests. A positive peer culture that supports and values learning is also essential.

Resume attached to this document.

**Background Information- insert resume here
Include the following information in resume:**

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.
- Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature:

Michael Petronich, M.D.

Name:

Michael Petronich, M.D.

Position with School Development Team:

Date: *2/12/18*

Michael Petrovich, Ph.D.
Ca. Licensed Psychologist
PSY10178

3715 W. Fir Ave
Fresno, Ca. 93711
559-974-0730

petrovichmichael19@gmail.com

WORK HISTORY:

- Currently, working about 15 hours per week at the Sullivan Center for Children and Adolescents, seeing adults and older adolescents for psychotherapy.
- Currently supervising graduate students in psychology at Alliant University Psychological Service Center, Fresno.
- Currently consulting with the clinical team of the Fresno Vet Center, Fresno, CA.

- 1993-March, 2014- Over these past 20 years, I have worked at Kaiser Permanente Medical Center, Fresno. The following bullet points are highlights.
- From 1993 to 1995, I served as a staff psychologist, working with children, adolescents and adults in both our outpatient psychiatric program and substance abuse program. I also served as Director of Training and began our first predoctoral training program for psychology trainees and interns.
- From 1995 to 2014, I served as Adult Outpatient Team Leader and Chief Psychologist. I continued clinical work with adult outpatients, including individual, group, couples, and family therapy as well as psychological testing. I continued to supervise psychology interns and helped our staff develop an APA approved program for psychology interns.
- My management responsibilities during this time included hiring new staff, doing corrective action with adult staff, as needed, doing staff evaluations, and managing our productivity, accessibility to members, member satisfaction, and adherence to best practices guidelines, as developed by Kaiser. I also served as chair of the peer review committee for many years.
- I often represented the management team during labor/management disputes and learned to utilize interest-based bargaining and problem-solving models specific to working in a union environment.
- Served for many years on an interdisciplinary Physician Well Being Committee.
- Facilitated interdisciplinary case conferences for diagnostic clarification, treatment planning, and treatment coordination.
- Conducted psychiatric emergency consultations in the ER room, had authorization to do 5150 evaluations for patients in Kaiser's ER room.
- Being at Kaiser has allowed me to work with a very diverse population of people with respect to gender, ethnicity, religion, socioeconomic status, and Diagnosis.
- While it is difficult to summarize 20 years of outpatient experience, I believe the aforementioned highlights illustrate the diversity of my administrative, clinical, and supervisory experience during my time at Kaiser Permanente.

- 1990-1993- Private Practice, primarily with adults and adolescents, inpatient and outpatient, as well as some consultation and teaching at Fresno State and the California School of Professional Psychology.
 - My initial outpatient private practice with was the Associated Center for Therapy in Fresno. During this time I conducted some fitness for duty evaluations for police and correctional officers as well as doing psychotherapy with adults and adolescents.
 - After a few months at ACT, I joined Chann and Chann, Inc., and worked closely with J. Chann, psychiatrist, to coordinate care for outpatients and inpatients, who were hospitalized either at Cedar Vista Hospital or Fresno Community Hospital.
 - 1990-91-Adjunct Faculty Member at California School of Professional Psychology, taught personality assessment and supervised psychology interns at the Service Center of CSPP.
 - 1990-92 Lecturer at Fresno St., Dept.of Psychology, taught Psychology of Adolescence.
 - 1992-94-Worked part time as Director of Psychological Services at Cedar Vista Hospital in Fresno. Supervised psychology interns on psychological assessment, served as president of the professional staff one year, chair of the peer review committee two years, and provided consultation to the administration, nursing staff, and medical staff.
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- 1986-1990-Renaissance Adolescent Center, Fresno Community Hospital. Clinical Supervisor. Provided individual, group, and family therapy for adolescents who were hospitalized for substance abuse problems and or psychiatric problems. Participated in program development, management of staff, and supervision of psychology interns. Worked as part of an interdisciplinary team.
-
- 1984-1986-Wyandotte General Hospital, Wyandotte, Mi. Worked as a staff psychologist on an adolescent inpatient unit, conducting psychological assessments, individual, group, and family therapy. Worked as part of an interdisciplinary team.
 - 1983-1984-Wyandotte General Hospital, Wyandotte, Mi. Worked as a staff psychologist on an adult inpatient unit, conducting psychological assessments, individual, group, and couples therapy. Worked as part of an interdisciplinary team.
-
- 1982-1983-APA approved internship, Wyandotte General Hospital, Wyandotte, Mi. Worked 6months on and adolescent inpatient unit, 6 months on an adult inpatient unit, saw two outpatients twice per week for the entire year. Conducted psychological assessments on both inpatient units and co-led therapy groups with licensed psychologists, social workers, and attended interdisciplinary case conferences.
-
- 1980-1981-California Men's Colony-Did research on motivational dimensions of convicted rapists, which later became my doctoral dissertation. Worked with inmates in group therapy, individual therapy, and conducted psychological assessments. This was a two day per week psychological trainee position.

- 1979-1980-Merced County Mental Health On-Site Services, Practicum student. Worked with children, adolescents, and their parents, who were referred by their local school due to behavioral problems at school.
- 1974-1979-Northeast Guidance Center, Detroit, Michigan. I worked as a paraprofessional under the supervision of psychologists, social workers, and psychiatrists, in this comprehensive community mental health center. I did over the phone and walk-in assessments, under their supervision, for people in our area, presented with both psychiatric and substance abuse problems. I co-led a variety of therapy groups with licensed staff and worked with children, adolescents, and adults from a wide range of socioeconomic backgrounds, racial and religious backgrounds.

EDUCATION:

1979-1983

Graduated from the California School of Professional Psychology, Fresno Campus, with a Ph.D., Clinical Psychology, 1983.

Doctoral Dissertation: The Assessment of Motivational Dimensions of Convicted Rapists: Aggression, Control-Power, and Sexual Gratification.

1969-1973

Graduated from St. Joseph's College in Rensselaer, Indiana, with a B.S. in Psychology, 1973.

Spent a year, 1972-1973, at the Merrill-Palmer Institute for Children in Detroit, Mi., as part of my Program at St. Joseph's College.

PUBLICATIONS:

Petrovich, M., Templer, D.I., (1984) Heterosexual molestation of children who later become rapists. Psychological Reports, 54, 810.

References:

Dr. Kathy Sullivan, Ph.D. 559-271-1186

Dr. Bradley Schuyler, Ph.D. 559-227-1977

Mr. Herman Baretto, LCSW 559-487-5660

Fresno Unified School District Request for Board Member Information			
Personal Information			
Name (First/Middle/Last): Terry W. Allen			
Other Names Used (i.e. Maiden/Former Married):			
Current address: 645 E. Champlain Dr. #139			
City: Fresno		State: California Zip Code: 93730	
Daytime Phone:	559-2997-9591	Cell	Fax
Email Address: Terryallen417@icloud.com			

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? Yes No

Please submit typed responses to the inquiries below:

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
In about 2002, the principal of SOUL, whom I knew through his wife, my vice principal at an elementary school, asked me if I would serve. I said yes.
2. Explain why you wish to serve on the board.
I believe that many students, for whatever reason, don't function well in a regular public school setting. I feel it is imperative that they be offered an alternative education to meet their particular needs.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
I have served on the board of CenterStage, Clovis community theater. I served for approximately 15 years. I feel that I have the knowledge of some of the rules and processes of a non-profit. I served as president and secretary of the organization and worked very closely with the treasurer.
4. Describe your understanding of the appropriate role of a public charter school board member.
I understand that a public charter school is to have a theme that is unique for its students. In this case it is geared for those who struggle with regular school. Some have themes of arts or science or technology or other.
5. Indicate specifically the knowledge and experience that you would bring to the board.
I worked 35 years in Clovis Unified as a teacher, GIS, district office assistant, learning director and elementary school principal. 18 years in the latter position.
6. Please provide a forecast of where you see the school in one year and then again in five years.

I expect SOUL to continue its successful run and graduate its high percentage of students. I expect to see more technology and arts included in the curriculum. As for 5 years from now, I hope to see the school increase its population to accommodate more students in this outstanding program. I realize that size of the facility is an issue, so perhaps a different venue.

7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)?
I wouldn't hesitate to alert the principal. I would expect the principal to investigate and take appropriate action.

Conflict of Interest

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship. **N/A**
9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship. **N/A**
10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
N/A
11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.
At this point, no knowledge of this.
12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider. **N/A**
13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship. **N/A**
14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.
I see no future conflict.

Educational Philosophy

15. Please describe your understanding of the school's mission and/or philosophy.

16. Please indicate your level of familiarity with the educational program that the school utilizes.
I was on the WASC committee that thoroughly identified the program of the school in 2017. Level of familiarity is high.

17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?
The key characteristic of a successful school is to meet the needs of the students. This includes having personal connections with students so that the issues that they have had in regular school can be dealt with. Connections/communications with parents are essential. The curriculum must have enough accommodations that the student will understand and grasp the content. Most of all, the curriculum must be relevant to the students.

**Background Information- insert resume here
 Include the following information in resume:**

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.
- Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature:

Name: Terry W. Allen, Ed.D.

Position with School Development Team: Secretary, Governing Council

Date: 2/12/18

RESUME

Terrill (Terry) Wayne Allen
645 E. Champlain Drive #139
E-mail: terryallen417@icloud.com
Cell : 559-287-9591

Educational Training

Ed. D. in School Management	University of LaVerne	1994
M.A. in School Administration	CSU, Fresno	1977
B. A. in French/Social Science	CSU, Fresno	1963

Since I have retired, many of the following are not happening. Note dates after each one:

Current Positions and Responsibilities

- Producing and being featured in PBS's local KVPT art program of 13, "Art Is....", now on-line
- Arts Education Consultant to the Bonner Family Foundation and the Fresno Art Museum's ArtSmart professional development program 2005-1016
- Member of Education Committee at the Fresno Art Museum of Fresno. Until 2016
- Instructor at CSU, Fresno, in the Student Teaching Program and Cal State TEACH Program providing instruction/ professional development to teachers in the visual and performing arts standards – until 2015
- Member of the Governing Council of the School of Unlimited Learning charter school in Fresno County under EOC. Serving on Charter Renewal Committee
- Member, Executive Board of CenterStage, Clovis Community Theatre
- State Secretary California Art Education Association-2010-2014
- Instructor in the Teaching Fellows Grant at CSU Fresno for After-School Programs-2000-2015
- Interim Director of Admissions for the Multiple Subjects Credentialing Program at Fresno Pacific University 2012 to present

Administrative Experience

Elementary School Principal	Clovis Unified School District -- Liberty, Clovis Primary, Cole, and Temperance-Kutner Elementary Schools	1982-2000
Learning Director		
District Resource Teacher	CUSD-- Clark Intermediate School	1979-1982
Site Resource Teacher	CUSD -- Blue Unit	1977-1979
	CUSD -- Sierra Vista Elementary	1973-1979

Teaching Experience

CSU, Fresno	Instructor at CSU, Fresno, Administrative Credentialing program--Site-Based Leadership; Supervision of Instruction; Instructor, Visual and Performing Arts Curriculum and Instruction, Fieldwork supervisor	1995- 2010 2001-2013
National University	Curriculum and Instruction	1987-1996
Danforth Program, CSU, Fresno	Instructor in Clinical Supervision	1994
University of San Francisco	Leadership in School Management	1991
Classroom Teacher	Regular and summer school classes, all subjects in elementary school 1-8	1966-1975
Peace Corps Volunteer	English as a Second Language in Senegal, West Africa	1963-1965

Other Significant Roles/Responsibilities

Presenter	California Art Education Association Conference	2006, 2010-2012
Presenter	Teacher workshop in visual arts for K-6 Sanger Unified teachers	2006
Coordinator	California Arts Initiative for Fresno County	2006-07
Representative	Arts Lead to the State Department of Education representing the Fresno County Office of Education	2000-06
Mentor	Keeping Score, a SF Symphony project in Fresno County	2005-07
Writer/administrator	ArtsWork Grant for Fresno Co. Office of Education 2002-04— TCAP Trainers used	2002-04

Consultant	Central Unified School District K-8 ArtsWork Grant--professional development to K-8 teachers in the visual arts standards and social studies standards 2002-04	2000-03
Consultant	Tuolumne County Office Education-- "Artists in Residence" trainer	1999
California Art Education Association	Presenter at conferences in Sacramento, Bakersfield, Fresno, San Jose, Riverside	1989-2012
Board of Directors, Center Stage: Clovis Community Theater	Past President, Secretary	1999-present
African Exhibit and Conference at Fresno Metropolitan Museum	Steering committee and presenter	1996
Fresno Co. Office of Education	Arts Lead representative to California Department of Education	1999-2008
Discipline-Based Art Education Institute	Coordinator/Presenter at Academy of Art in Honolulu, HI, Coordinator/Presenter at CSU Fresno DBAE/Getty Institute	1989 and 1991 1989-2004
Clinical Supervision	Clovis Unified School District trainer of administrators	1991-1997
Program Quality Review	Lead Reviewer	1986
<u>Honors/Awards</u>		
Certificated Management Employee of the Year	Clovis Unified School District	1996
Brick on the Educators' Wall of Fame at CSU Fresno	Presented by the Bonner Family Foundation	2002
Arts Administrator of the Year for the State of CA	California Art Educators Association	2004
Noted Alumni Award for contributions to field of education	Kremen School of Education and Human Development, CSU Fresno	2004
Horizon Ordorfer Award as Outstanding Arts Educator	Fresno Arts Council	2006
Writer, Recipient, and teacher of national ADK art-in-the-classroom grant at Manchester GATE Elementary School		2007-08
Retirement from the public school system		2000
<u>Specialized Training Skills</u>		
Clinical Supervision	Extensive training in Instructional Theory into	

Fluent in French language	Practice (Madeline Hunter) at Seattle Pacific University
Categorical Programs	Proposal and budget preparation, selection and purchase of project materials, selection and training of project personnel at the site level, and supervision of all the preceding from the district level
Professional Development	Organizing professional development programs based on needs assessments, conducting professional development sessions for elementary and secondary teachers as well as for fellow administrators, and demonstration teaching.
Curriculum Development	Participation in the establishment of grade-level objectives and desired exit skills, the development of criterion reference tests, alignment of curriculum materials to curricular standards
Group Facilitation	Three years of training and practice in facilitation of groups through problem-solving, decision-making, and reaching consensus
Discipline-Based Art Education	Twenty-five years of training and teaching in the visual arts with the following components: art history, art criticism, art production, and aesthetics; helping to organize, budget, and conduct annual two-week institutes in cooperation with the Getty Museum for the training of teachers in the DBAE concept

Credentials/Certificates Held

General Administration
 General Elementary
 General Secondary
 Standard Elementary
 Standard Secondary
 English Language Development

**Fresno Unified School District
Request for Board Member Information**

Personal Information

Name (First/Middle/Last): Jeanne Ann Hermann Starks		
Other Names Used (i.e. Maiden/Former Married): Jeanne Ann Hermann		
Current address: 6611 N. Knoll Ave.		
City: Fresno	State: CA	Zip Code: 93711
Daytime Phone: (559) 435-6167	Cell: (559) 312-0942	Fax: N/A
Email Address: jeannestarks@shogibuland.net		

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? Yes No

Please submit typed responses to the inquiries below:

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
In 1998, as a Deputy Probation Officer IV with the Fresno County Probation Department, I was asked to represent the Department on what was originally the Project Pride council. I have continued to serve on the Governing Council.
2. Explain why you wish to serve on the board.
The last 15 years prior to my retirement as a probation officer, I worked in the Juvenile Justice System. I have always felt an affinity for the youth of this community, and especially for the students at SOUL School.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
When my daughter was in kindergarten and first grade, I sat on the Forkner Elementary School Site Council.
4. Describe your understanding of the appropriate role of a public charter school board member.
I and my fellow board members aid Dr. Wilson and school staff in the implementation of a school improvement plan, which improves "instruction, services, and the school environment."

5. Indicate specifically the knowledge and experience that you would bring to the board.
I was employed by the Fresno County Probation Department for 35 years until my retirement in 2013. As a DPO, I worked in all three divisions in the Department that, in turn, allowed me to interact with a plethora of people and organizations. I served on multiple community-based committees, as well as in-house committees, with the purpose of improving services.
6. Please provide a forecast of where you see the school in one year and then again in five years.
When I was first introduced to SOUL, the primary focus was to help at-risk students stay in school, graduating, and becoming self-sufficient and contributing adults. Although that continues to be our goal, we now are also encouraging higher education. Our goals are constantly evolving, as are the needs of our students. I hope that in five years SOUL school will be housed in a building with a larger footprint.
7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)?
I would immediately bring it to the attention of Dr. Wilson.

Conflict of Interest

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship.
Not applicable
9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.
Not applicable
10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
Not applicable
11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.
Not applicable
12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
Not applicable

13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Not applicable

14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

None

Educational Philosophy

15. Please describe your understanding of the school's mission and/or philosophy.

"The mission of the School of Unlimited Learning Charter High School is to provide comprehensive learning experiences in a manner and in an environment that enables students to obtain skills, knowledge, and motivation to be self-directed, life-long learners as they mature toward self-sufficiency".

16. Please indicate your level of familiarity with the educational program that the school utilizes.

As a state charter school, SOUL's curriculum for the core subjects is aligned with state standards. Several years ago SOUL became an accredited high school. We have a seated program and an independent study program.

17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I believe that the key characteristics of a successful school are quality leadership, having a vision for the school, and implementing the necessary steps to reach that vision. The governing council will continue to meet monthly during the school year and conduct ongoing evaluations.

Background Information- insert resume here

Include the following information in resume:

- Education History
- Employment History -- If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc)
- Fictitious Business Name Affiliations
- Professional References
- If applicable -- Arrests and/or Convictions

Authorization to release Information

(559) 435-6167
6611 N. Knoll Avenue
Fresno, CA 93711

Jeanne A. Starks

Experience

1998-2013 Fresno Co. Probation Dept.,
Juvenile and Community Partnerships Division

Deputy Probation Officer IV

- Lead officer in Campus Supervision, Repeat Offender Prevention Program (ROPP) and Juvenile Court Investigations.
- Assisted in grant preparation in ROPP, oversaw grant program operation and reported to the funding agency as required.
- Work in a collaborative effort with Fresno Unified School District, auxiliary agencies and concerned persons.
- Represented the Probation Department as Court Officer in Superior Court Juvenile Division.
- Member of the SOUL Governing Council since 1998.
- Member of TANF/ Title IV-E Committee 2000-2013
- Member of Early Childhood Help and Outreach (ECHO) Project

2001-2001

- Peer Counselor training in San Bernardino County March 1999
- Member of the Adult Interagency Task Force on Homelessness 1988
- Member of the Fresno Co. Public Information Committee
June 1987-May 1993; Auxiliary member October 1993-Present
- Crisis Communications and the Media training with the California Specialized Training Institute in San Luis Obispo, CA April 1990

1987-1995 Fresno Co. Probation Dept., Adult Division

Deputy Probation Officer IV

- Lead Officer in Work Furlough and Victim Services.
- Assisted in grant preparation in Victim Services.
- Oral presentations to Media, auxiliary agencies and concerned persons.
- Worked in a collaborative effort with Fresno Police Department, State Parole and District Attorney's Office.

1980-1987 Fresno Co. Probation Dept., Adult Division

Deputy Probation Officer I-III

- Supervision of offenders, execution of court orders, representing the Department in Municipal and Superior Court, collaboration with community-based agencies.

1977-1980 Fresno Co. Probation Dept., Juvenile Hall

Juvenile Hall Counselor

- Maintaining institutional security, minor and staff safety, and providing services and support to institutional programs.
- Transporting, supervision, and counseling minors detained or committed to Juvenile Hall.

Education

1973-1977 California State University, Fresno, CA

- B.S., Criminology: Corrections.
- Graduated Cum Laude.

Interests

- Member of EOC School of Unlimited Learning Governing Council 1998-2018.
- Volunteer with church ministry at St. Anthony of Padua Church
- Member of the Fresno FiberArts Guild since 2013 and board member since 2016
- Member of the Forkner Elementary School Site Council 1999-2001
- Avid reader and eager traveller

**Fresno Unified School District
Request for Board Member Information**

Personal Information		
Name (First/Middle/Last): Benita M Wahsington		
Other Names Used (i.e. Maiden/Former Married):		
Current address:		
City:	State:	Zip Code:
Daytime Phone:	Cell	Fax
Email Address:		

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By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? Yes No

Please submit typed responses to the inquiries below:

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
I became aware of the charter school in 1993. Rena Failla invited me to serve on the board.
2. Explain why you wish to serve on the board.
Opportunity to support students.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
To provide oversight and support.
5. Indicate specifically the knowledge and experience that you would bring to the board.
Pupil Personnel Credentials.
6. Please provide a forecast of where you see the school in one year and then again in five years.
7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)?
Inform the appropriate parties.

Conflict of Interest

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship.
Previously worked with DR. Wilson, FUSD and Rena Failla.
9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.
10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.
12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.
14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

Educational Philosophy

15. Please describe your understanding of the school's mission and/or philosophy.
To provide a learning experience that enables students to reach their individual full capacity as life long learners.
16. Please indicate your level of familiarity with the educational program that the school utilizes.
I had the opportunity to participation in their accreditation process.
17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?
*Data Driven decision making.
Strength based engagement with students and their families.
Fairness and equity.
Effective and efficient leadership.
Compassionate and excellent teachers and support staff.*

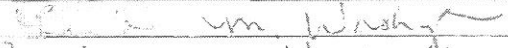
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- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.
- Is an indication of my understanding that any reports generated by the District will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature: 
Name: Beata M. Washington
Position with School Development Team: _____ Date: 2/16/18

Benita M. Washington

4539 W. Oswego ♦ Fresno, CA 93722 ♦ (559) 545-2738 ♦ bcnfresno@att.net

Education

- 2006 Professional Clear Administrative Credential, California State University Fresno
- 1997 Pupil Personnel Service Credentials, School Social Work, School Counseling; Child Welfare & Attendance Service, California State University Fresno
- 1993 Master of Social Work, California State University Fresno
- 1990 Bachelor of Arts in Social Work, California State University Fresno

Employment

Assistant Field Coordinator - California State University Fresno August 2014 – Current
Member of the social work field faculty. Assist the Field Coordinator in the planning, development, organization, implementation, and evaluation of the field practicum for both the B.A. and M.S.W. programs. Assess prospective new field internship sites, serve as a field instructor, provide training, participate in the development and revision of field curriculum and responsible for teaching seminars. Review course content with curriculum committee. Provide faculty liaison support for the PPS credential program. Advise community organizations regarding college curriculum and services. Work cooperatively with faculty, staff and students in the department. Serve as academic and student organization advisor.

Field Faculty - California State University Fresno January 2013- May 2014
Member of the social work field faculty. Identify and approving field placements, meeting with agencies, discussing requirements, assessing the fit between learning opportunities and field requirements. Present recommendations to the field certification committee for approval. Provide weekly supervision to students in the field, as well as functioning as faculty liaison between the agencies, public schools and the university. Served as a liaison for pupil personnel service credential students. Facilitated the development, planning and training of new field instructors. Served as a field instructor for undergraduate students. Assisted in preparation and PPS accreditation.

Attendance Officer - Fresno Unified School District March 1998 – November 2012
Oversight, supervision, and evaluation of the Department of Prevention and Intervention Attendance and SARB certificated and classified staff, Student Attendance Review Board (SARB), court proceedings, work permits, and the School Social Work Program. Provided district, regional and state-wide training for professionals and paraprofessionals. Developed, coordinated, and provided oversight for social work PPS internship, interviewed and assisted with the placement of PPS students. Served as liaison between FUSD and CSUF, as well as, serving as a field instructor, which ultimately resulted in the hiring of over twenty former school social work PPS interns. Responsibilities included collaboration with district leadership, community task forces and committees convening to reduce truancy and decrease dropout rates of students enrolled in Fresno Unified School District.

Benita M. Washington

Attendance Officer - Fresno Unified School District cont.

Implemented and administered the operation of the Truancy Prevention Program, the Elementary School Counseling Grant, and the Safe Schools Healthy Students Grant, which ultimately resulted in an increase in attendance, multiple School Social Work positions, and over ten million dollars in funding. Developed the FUSD truancy data based, which was instrumental in collecting and evaluating attendance, suspension, and dropout information of 78,000 students enrolled in district.

Student Assistant Program Counselor, Comprehensive Youth Services, Fresno, CA

February 1995 – March 1998

Responsible for providing counseling services including, but not limited to, completing multidimensional psychosocial assessments, development of comprehensive case plans, provided case management and individual, group and family clinical counseling services formulated to address the social and emotional factors that impacted student academic success.

Medical Social Worker, Mercy Hospital, Bakersfield, CA August 1994 - December 1994

Helped clients navigate the medical setting, identifying support systems and worked collaboratively with interdisciplinary team members. Identified resources specific to the needs of the individual; developed discharge plans that linked clients to social service agencies and other community resources that ensured continued healthy patient recovery.

Social Worker Fresno County, Department of Social Services, Fresno, CA

May 1993 – August 1994

Completed safety assessments of children placed in the foster care system. Also, served as agency witness in court hearings and prepared written reports of observations, assessments, and services offered to families for Family Court. Responsible for interpretation of child welfare laws, policies, procedures, and regulations governing social service programs to families, staff, and the public.

Lecturer, California State University Fresno August 2012 - Present

Taught a general systems approach focused on the interaction of biological, psychological, social and cultural/spiritual phenomena with individuals, small groups, complex organizations, and communities. beginning level social work strategies and skills working with small systems, including individual, families and small groups. Focused on problem identification, beginning steps of intervention, and the evaluation of practice. Through a process of active learning, questioning, observing, reflecting and practicing, students are expected to acquire professional generalist social work practice competencies necessary for entry level employment upon graduation.

Parenting Class Facilitator Nurturing Parenting Program 1996-1998

Taught parenting classes offered at no charge in partnership with the Fresno County Department of Social Services and Fresno Adult School. Curriculum included lecture, group discussion, videos, handbook, and handouts that focused on discipline with clear and fair rules, effective communication skills, and how to address negative feelings.

Benita M. Washington

Recognitions

CSU Fresno Nomination for Outstanding Advisor Award - 2015
CASCWA Lee Lundberg Award - 2012
Hugh Goodwin Bar Association Recognition for Outstanding Service and Commitment to the E-Mentoring Program - 2009
CASCWA San Joaquin Section - Outstanding Service Award - 2008-2009
CASCWA Outstanding Support "Battling for Kids" - 2005-2006
Stanislaus County Sheriff's Department - Recognition for Successful SARB Workshop - 2002
Community Service Award - Black Infant Health Leadership Committee - 1998

Professional and Community Affiliations and Service

San Joaquin Section of California Association Supervisors Child Welfare and Attendance (CASCWA)
Fresno Economic Opportunity Commission, School of Unlimited Learning, Governing Council Board
Pupil Personnel Service Credential Committee
BA Program Committee
Field Sequence Committee
Practice Sequence Committee
Field Review and Certification Committee
Black Faculty and Staff Association
Fresno Chapter of Black Social Workers

Additional Training

2008 - Association of California School Administrators – Personnel Administrators Academy
1995- Fresno County Department of Social Services Parent Education Unit Nurturing Program

Fresno Unified School District Request for Board Member Information			
Personal Information			
Name (First/Middle/Last): Corinne L. Florez			
Other Names Used (i.e. Maiden/Former Married): Corinne Elise Licon			
Current address: 996 Ahronian Ave.			
City: Fowler	State: CA	Zip Code: 93625	
Daytime Phone: (559) 908-8436	Cell	Fax	
Email Address: corinne.lfx@gmail.com			

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? Yes No

Please submit typed responses to the inquiries below:

- Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
I am retired from Fresno State, Department of Social Work Education, where I served as faculty liaison to Interns from both the undergraduate and graduate programs placed at SOUL. After several years of being field liaison, I was asked by Ms. Rena Fahlila, SOUL's School Social Worker and Field Instructor to submit interest in joining this board. Because I was already extremely impressed by the support and leadership demonstrated in this school setting I welcomed the opportunity to serve on this board.
- Explain why you wish to serve on the board.
As a faculty of the Social Work Department and professional social worker with PPSC Credentials, coupled with a genuine interest in youth in the educational system, I wanted to "give back" and provide and requested feedback in the capacity as board member. I was impressed with the positive attitude of Rena, the leadership, and faculty as they worked with their students. In short, they care about their students and I was interested in being part of this supportive atmosphere.
- Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
This was my first experience in serving on a school board, however, I had served on, and continue to serve on a select group of non-public school/non-profit boards:
Fresno County Mental Health Board – Previous board member for several years.
Encourage Tomorrow – Previous board member
Transitions Foster Family Agency – Was a founding member and continue to serve (7 years)
Centro la Familia Agency – Have served 5 years and continue to serve.

4. Describe your understanding of the appropriate role of a public charter school board member. We provide over-sight and professional guidance on all aspect of the SOUL School including curriculum, extra-curricular activities, evaluation and review processes, interface with parents and students, and feedback into the budget and funding processes. We also participate in re-accreditation processes. We support school leadership, faculty, students and their families.

5. Indicate specifically the knowledge and experience that you would bring to the board. As social work faculty, I bring knowledge in school educational settings, cultural competency, community interface, best practice models in working with at-risk students and their families, and a belief in the resiliency of students and their families. Finally, I bring a sincere passion for students in education and a belief in their ability to succeed.

6. Please provide a forecast of where you see the school in one year and then again in five years. SOUL School continues to thrive in support of their students, high graduation rates, high percentage of students accessing higher education (community colleges) and a wide array of sports and community service projects for the students. In one year I see this continuing to flourish while in five years I see them in a larger facility with more students. I have always seen SOUL as a best practice model where students succeed!

7. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit or the benefit of their friends and family)? In my practice, and having taught the Social Work course on Ethics, I would discuss this concern involving conflict of interest with the Board Chair and Principal, as I would view this behavior as unprofessional and unethical. The Board Chair and Principal would further explore this incident to gather all pertaining facts and to render a recommendation.

Conflict of Interest

8. If you, your spouse or other immediate family members knew any of the other board members prior to being invited to sit on the board, please so indicate and describe the relationship. After joining the board, I learned that the Board Chair, at the time, was the husband of a colleague and faculty member. Neither my husband nor I knew of any other board members prior to being invited to serve on the board.

9. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship. Neither my husband nor I knew of any prospective school employees at SOUL.

10. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business. Neither my husband, nor myself knew of anyone that plans to do business with SOUL.

11. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

Neither my husband, nor myself was aware of any educational service provider proposing to partner with SOUL.

12. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

Neither my husband, nor myself have any direct or indirect ownership, employment, contractual or management interest as an educational service provider.

13. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Neither myself, husband nor other relative anticipate conducting any business with SOUL.

14. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I do not foresee any potential ethical or legal conflict of interest as I serve on SOUL's School Board.

Educational Philosophy

15. Please describe your understanding of the school's mission and/or philosophy.

My understanding of SOUL's mission is to provide a supportive educational environment where students can be successful and thrive. Their philosophy is to provide positive support of the students in all aspects of the curriculum which includes close attention to post graduate connections in higher education as well as immediate employment opportunities. Their philosophy includes a positive interface with the community they live in and cultural activities which build self-esteem and pride are an import aspect of this school setting as well as partnership with parents.

16. Please indicate your level of familiarity with the educational program that the school utilizes.

As a board member we receive monthly updates on all aspects of the educational program and having participated on the recent re-accreditation process I have become very familiar with the overall program and curriculum utilized at SOUL.

17. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I believe the key characteristics of a successful school lie in the success of the students. There needs to be a core belief in the student's ability to succeed stemming from leadership, faculty, students, involvement of parents, and connection to the community. Soul's connectedness to EOC provides additional support and constant involvement in its success. Leadership, social work support and faculty caring and competence provide the structure and excellence in assuring student success! Specific steps to assure the continuation of this school include the continuing leadership and management staff, including social work support and continued support of teaching staff to keep abreast effective teaching models. Finally, continued belief in student empowerment process will assure success.

Background Information- insert resume here
Include the following information in resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

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Signature: <i>Caroline L. Flores</i>	
Name: <i>Caroline L. Flores</i>	
Position with School Development Team: <i>Board Member</i>	Date: <i>2/14/18</i>

Corinne L. Florez, MSW, PPSC
Retired from California State University, Fresno
Department of Social Work Education

Corinne L. Florez, MSW, PPSC

Degree Information

- Master of Social Work (MSW)
California State University, Fresno
Pupil Personnel Services Credential 1992- Present
- Master of Social Work – Clinical Emphasis June, 1978
- Bachelor of Arts – Child Development, June 1975

Academic appointments

- Title IV-E Child Welfare Liaison & Coordinator
California State University, Fresno 1992-2015

Post-baccalaureate and Post-master's social work degree practice

- Researcher
Fresno County Housing Authority, 1976
- Medical Social Worker (Neo-natal, Emergency, Oncology)
Valley Children's Hospital, 1978-1980
- Administrative Assistant
EOPS – California State University, Fresno. 1980
- Faculty Liaison – Project Smile
Department of Social Work Education, CSU, Fresno, 1992
- Faculty Liaison – Title IV-E Child Welfare Program
DSWE, CSU, Fresno Foundation, 1993-1997
- Title IV-E Child Welfare Coordinator
DSWE, CSU, Fresno, 1997-2015

Professional, academic, community-related, and scientific memberships.

- Board Member – SOUL (School of Unlimited Learning)
- Board Member – Centro La Familia
- Board Member – Transitions Family Foster Services
- Member – Fowler Improvement Association
- Latino Social Work Network (Past Vice President)
- Fresno County Cultural Competence Committee (Past Member)
- Fresno County CWDA Children's Committee (Past Member)
- Past Board Member – Fresno County Mental Health Board
- Encourage Tomorrow Advisory Board (Past)
- CSU, Fresno Mentoring Program (Past)
- CalSWEC Project Coordinator's Committee (Past)