Fresno Economic Opportunities Commission

SCHOOL OF UNLIMITED LEARNING

DESIGNATED AS A
DASHBOARD ALTERNATIVE STATUS SCHOOL
BY THE CALIFORNIA DEPARTMENT OF EDUCATION

CHARTER RENEWAL PETITION

July 1, 2026 – June 30, 2031
Submission Approved by School of Unlimited Learning's
Board of Commissioners November 17,2025
Submitted to:

Fresno Unified School District
Date Submitted: December 1, 2025

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LETTER OF INTENT

Fresno Unified School District
Board of Education
2309 Tulare Street
Fresno, CA 93721

RE: Formal Application for Charter Renewal for the School of Unlimited Learning

Dear Members of the Fresno Unified School District Board of Education:

As the Lead Petitioner for the School of Unlimited Learning ("SOUL"), I hereby submit the renewal charter petition to the Fresno Unified School District Board of Education for SOUL, for the term of July 1, 2026, through and including June 30, 2031.

SOUL is honored by the opportunity to apply for the renewal of a charter school that will continue to serve families in Fresno, and is eager to work with the Fresno Unified School District to provide the best possible educational opportunities for all students.

SOUL looks forward to working with the Fresno Unified School District Governing Board and Fresno Unified School District superintendent and staff during the charter renewal process. To this end, SOUL pledges to work cooperatively, to answer any questions regarding this renewal charter petition and to present the Fresno Unified School District with the strongest possible proposal for a five-year charter term.

Please do not hesitate to contact SOUL at any time, should you have any questions or concerns.

Sincerely,

Steven Lewis
Lead Petitioner
Chief Executive Officer
Fresno Economic Opportunities Commission
1920 Mariposa Street, Suite 300
Fresno, CA 93721

Dion Varnado, Ed.D.
Chief Academic Officer/Principal
School of Unlimited Learning
2336 Calaveras Street
Fresno, CA 93721
dion.varnado@fresnoeoc.org

AFFIRMATIONS AND DECLARATION

The School of Unlimited Learning ("SOUL" or the "Charter School") hereby certifies that the information submitted in this renewal charter petition ("Petition") for the renewal of the term of SOUL, located at 2336 Calaveras Street, Fresno, CA 93721, within the boundaries of the Fresno Unified School District ("FUSD" or the "District"), is true to the best knowledge and belief of SOUL. The Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- The Fresno Economic Opportunities Commission declares that it shall be deemed the exclusive public school employer of all employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall 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 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall 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)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, 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).

- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the

California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act")

- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- The Charter School shall comply with Education Code Section 51745, et seq. related to independent study, as applicable.

- The Charter School shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960]

Signature: Dion Varnado, SOUL Chief Academic Officer/Principal

12-1-25
Date

INTRODUCTION

Established in 1998, the School of Unlimited Learning was Fresno's first charter high school. Operated by the Fresno Economic Opportunities Commission ("Fresno EOC"), SOUL has provided a unique educational alternative for more than 25 years to thousands of high school students, including many who experienced challenges in their educational experience, lower than desired academic achievement, and were not benefitting from the academic program or support services in the traditional high school setting.

SOUL's clearly defined mission is "to provide holistic learning experiences in a flexible format, thereby creating an environment that empowers students to obtain the skills, knowledge, and motivation to become self-directed, life-long learners maturing towards self-sufficiency." SOUL addresses the needs of its students through a myriad of individualized academic strategies as well as case management, college and career guidance, opportunities for increased school connectedness, and a focus on improved attendance and behavior.

SOUL has provided a well-defined vision and focus for increased student achievement. SOUL's approach of continuous program improvement starts with analyzing data to determine what is and is not working in regard to improving student outcomes. SOUL provides annual staff training to assist teachers in delivering a relevant, standards-based curriculum and instructional resources, as well as focusing on using practices that engage all students. Through its professional development efforts, SOUL has refined its commitment to instructional effectiveness by assisting teachers to better meet student academic needs.

All students attending SOUL receive the extra, individual attention they need to succeed. Since 2007, SOUL has been classified using the alternative accountability framework in California. Currently SOUL qualifies for Dashboard Alternative School Status ("DASS") - a status described in more detail later in this Petition - in recognition of the challenges faced by the student population served by the Charter School. Students achieving on and above grade level have also chosen SOUL when in need of more holistic social services.

The identification as a DASS program is key to understanding SOUL, both its program and its achievements. As explained in the following section, Charter Renewal Criteria, DASS programs establish renewal metrics in partnership with their authorizer that recognize the unique needs of the students served at the Charter School. In SOUL's case, this agreement with FUSD resulted in seven metrics being agreed upon to be used in renewal.

As shown in the next section, SOUL has met five of those metrics and has partially met the two additional metrics. This means that 100% of the renewal metrics agreed upon between SOUL and the District have been either met or partially met, demonstrating SOUL has achieved the criteria needed for renewal.

In addition to its performance on renewal metrics, SOUL has also included an analysis of its performance in relation to other local DASS programs. This analysis further strengthens the

case for renewal, showing it is in the best interest of students for SOUL continuing to operating for another five-year charter term.

Beyond the results achieved which are unique to its DASS qualification, SOUL's program is also shaped by the unique student population it serves. To be classified as DASS, 70% or more of a school's enrolled students must possess at least one DASS factor. DASS factors include the following: chronically truant; enrolled in multiple schools; significantly behind in credits; pregnant or parenting teen, and; experience in the juvenile justice system or wards of the court.

At SOUL, 95% students possess at least one DASS factor, while 76% of SOUL students possess multiple, overlapping DASS factors. This student population is quite different from that of a traditional comprehensive high school and students enrolled at SOUL benefit greatly from the small, student-centered and flexible environment.

Almost all of SOUL's students enroll after the start of 9th grade and after struggling at their initial high school. In 2024-25, 89% of students at SOUL enrolled significantly behind in credits. SOUL is uniquely situated to support students who arrive behind in credits. The Charter School anticipates students will have experienced challenges prior to enrolling. As such, the following support structures exist at SOUL to support students who are behind in credits:

- The Guidance Counselor creates a personal academic plan for each student.
- Case managers monitor student success rate according to post secondary interests.
- SOUL's small school setting and small classes allow more time for each student with their teachers as well as ensuring the performance of each student is closely monitored.
- Students and families received regular, frequent progress reports and, if needed, deficiency notices.
- Credit recovery options are provided for all students, including via Edgenuity/Imagine Learning.
- Personalized learning students are offered hybrid courses
- Daily tutoring is available, as well as extended time on Wednesdays after school and on Saturdays.
- Students are able to remain enrolled for a 5th and 6th year as needed to ensure they graduated.

The above is a summary of support provided to students arriving at SOUL deficient in credits and the full academic program is detailed in Element A. Evidence of SOUL's success supporting students with improving their credit attainment and moving toward being on track for high school graduation is shown in SOUL's performance on its third renewal metric, which focuses on improving credit attainment for students in their first year at SOUL. Performance on this metric for the last three years is summarized below and further detailed in the following section of this Petition.

Average Credits Attained: Prior Year Compared to First Year at SOUL

	2022-23	2023-24	2024-25
Prior Year	8.22	10.53	11.57
First Year at SOUL	**31.95**	**31.68**	**33.41**

As shown above, SOUL's support for students to improve their attainment of credits has been extremely effective. Over the last three years, students have achieved approximately three times as many credits in their first year at SOUL compared to those earned in the year prior to enrolling at the Charter School.

In addition to students arriving at SOUL behind in credits, 54% of students enrolling at SOUL are chronically truant. While absences from school occur for a variety of reasons, many often beyond the control of a secondary student, it is much more challenging to learn and achieve if one is not participating regularly in school.

SOUL has several measures in place to support students for whom attendance is a challenge. These include, but are not limited to, the following:

- Students and families select the program that best fits their needs, which could include a non-classroom-based program or a classroom-based program.
- SOUL intentionally creates an environment that encourages students to attend school and to increase their own personal investment in their education.
- Case managers contact students and parents immediately after absences are recorded.
- Case managers also conduct home visits as needed and utilize attendance contracts, as outlined in SOUL's four step attendance policy for personalized learning students.
- SOUL has implemented attendance incentives and will adjust these based on their effectiveness.
- SOUL implemented a Wednesday and Saturday school opportunity for students to make up absences, including for those participating in the personalized learning program.
- SOUL's small school setting and small classes allow more time for each student's attendance to be closely monitored and for additional support to be provided for students and families.
- SOUL offers a menu of resources on campus or in close proximity to its location, allowing for students and families to access a variety of resources without having to miss school.

While chronic absenteeism is not reported on the Dashboard for high schools, the above efforts, as well as those detailed in Element A below, have shown strong promise at SOUL. For instance, in the most recent reporting period available, the personalized learning program experienced an attendance rate of 91.4% while the classroom-based program showed an attendance rate of 81.6%.

Beyond the two groups described above, SOUL also serves a significant population of Homeless Youth. This was 13.6% of enrolled students in 2024-25. While this is not as high a percentage as students who enrolled at SOUL who were credit deficient (89%), or who were chronically absent (54%), SOUL's percentage of Homeless Youth is significantly higher than the District, Fresno County and the state, as shown below.

2024-25 Comparison of Homeless Youth Enrollment

	SOUL	District	Fresno County	State
Homeless Youth	13.6%	0.8%	1.1%	4%

In addition, support for homeless students often exceeds what other student groups may need as resources beyond the school day and school campus are often what is most important to supporting un-housed students and their families. SOUL has several resources available to support its homeless population, including but not limited to the following:

- Two trained foster and homeless youth liaisons.
- FCSS foster and homeless youth services provided from enrollment to graduation.
- Fresno EOC's wide array of resources are available via direct referrals from SOUL, including through Fresno EOC's Housing Project services and health service needs provided by Fresno EOC's health clinic.

The above supports are valued by both homeless students enrolled at SOUL and their families. Further, as evidence of their effectiveness, SOUL had a higher graduation rate than any other DASS program operated by the District or the FCSS in 2025.

Overall, SOUL is serving a student population desperately in need of quality education options. SOUL's performance demonstrates it is one of those options. This is evidenced by the results above for the specific groups of students as well as via the conclusions established in the following section. Most importantly, the data shows the following:

- SOUL has either met (five out of seven) or partially met 100% of the renewal metrics as agreed to between SOUL and the District.

- SOUL either outperformed the comparison school median or performed the same as the comparison school median for 84.6% of the metrics available for comparison.

Conclusion to the Introduction

In summary, these results further demonstrate both that SOUL has met the criteria for renewal and that renewal of SOUL's Petition and charter term is in the best interest of students.

CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard").

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status ("DASS") schools. Since it qualifies for DASS, SOUL is not eligible for the three-tiered system. Instead, the renewal standard for all DASS schools is as follows:

- "Presumptive renewal with consideration of performance on the Dashboard and applicable alternative metrics, with nonrenewal only in the event that the chartering authority finds that closure is in the best interest of students." Education Code Section 47607(c)(7)

As demonstrated below, SOUL has met the statutory requirements for renewal as a DASS charter school, as set forth in Education Code Section 47607(c)(7).

First, to qualify for DASS, SOUL was required to demonstrate it serves a high-risk student population and meets additional eligibility criteria, including maintaining an unduplicated count of at least 70% of total enrollment composed of students eligible for one or more high-risk student groups. These groups, known as DASS factors, include expelled youth, wards of the court, pregnant and parenting students, former dropouts, habitually truant students, those retained more than once between kindergarten and grade eight, credit-deficient students, highly mobile students, foster youth, and homeless youth. While SOUL's enrollment data is further broken down in Element A of this Petition, 95% of SOUL students qualify for at least one DASS factor while 76% qualify for more than one DASS factor.

As a DASS program, SOUL worked in partnership with the District to develop agreed-upon metrics to measure student success and demonstrate that SOUL has met the necessary criteria for charter renewal.

Below SOUL has provided an analysis of its results. First, a summary of SOUL's performance on the agreed upon renewal metrics is displayed. This shows that SOUL has met five of the seven (71.4%) renewal metrics and has partially met the remaining two metrics. This performance alone demonstrates SOUL has met the criteria for renewal.

Following this summary, SOUL has provided a detailed analysis of its results by renewal metric. This analysis reveals the same overall conclusion while also providing specific results for each renewal metric. Finally, SOUL further demonstrates renewal of its charter term is in the best

interest of students by presenting data comparing SOUL's performance with that of other DASS programs operated by the District and Fresno County Superintendent of Schools ("FCSS").

Summary of SOUL's Performance by Renewal Metric

1. Renewal Metric - NWEA Growth, Reading: This metric has been **MET** by SOUL for each year when the data has been available.	**MET**
2. Renewal Metric - NWEA Growth, Math: This metric has been **partially met** by SOUL. The 5% annual growth target was **MET** for **four of the six years (67%)** when the data has been available.	**Partially Met**
3. Renewal Metric - Credit Attainment: This metric has been **MET** by SOUL for every year since it was tracked.	**MET**
4. Renewal Metric - Satisfaction Rates: This metric has been **MET** by SOUL.	**MET**
5. Renewal Metric - Proficiency Rates: This metric has been **partially met** by SOUL: ELA CAASPP (MET 1 of 3 years), Math CAASPP (not met), NWEA MAP Reading (MET) and NWEA MAP math MET 2 of 3 years).	**Partially Met**
6. Renewal Metric - Graduation Rate: This metric has been **MET** by SOUL for every year since it was tracked.	**MET**
7. Renewal Metric - Classroom-Based Enrollment: This metric has been **MET** by SOUL for every year since it was tracked.	**MET**

Given the above results, SOUL has met the criteria for charter renewal. Overall, as shown above **five of the seven (71%)** of the renewal metrics have been **MET**. SOUL's progress on Renewal Metrics Two (NWEA Math Growth) and Five (Proficiency Rate) show the metrics have both been **partially met**. This progress shows that SOUL has met or made progress toward all the renewal metrics agreed upon with the District.

Detailed Data Showing SOUL's Performance by Renewal Metric

1. Renewal Metric - NWEA Growth, Reading: Increase the percentage of students meeting growth targets by 5% annually. 2018-19 is the baseline year.

Background: SOUL only has one example of consecutive years of NWEA MAP reading exams. SOUL students took the NWEA MAP reading exam in both 2023-24 and 2024-25. When SOUL began administering NWEA, three tests were administered (Math, Reading and Language Usage). After the first year of testing, SOUL decided to continue with the Math and Language Usage tests only. In the Fall of 2023, after consulting with NWEA and Literacy experts, SOUL

transitioned to administering the Math and Reading tests only. Given this background, the Reading test does not have data for every year.

Results:

- In 2023-24, 35% of students met their growth target in reading. The renewal metric was not applicable because there was no prior year reading test from which to measure progress.

- In 2024-25, 48% of students met their growth target in reading. This is an increase of 13% from the prior year, far exceeding the renewal metric's target of 5%.

Summary of SOUL's performance: This metric has been **MET** by SOUL for each year when the data has been available.

2. Renewal Metric - NWEA Growth, Math: Increase the percentage of students meeting growth targets by 5% annually. 2018-19 is the baseline year.

Results:

- In 2018-19, 46% of students met their growth target in math. This was the baseline year.

- In 2019-20, 53% of students met their growth target in math. This is an increase of 7% from the prior year, exceeding the renewal metric's target of 5%.

- In 2020-21, 37% of students met their growth target in math. This is a decrease from the prior year, and the renewal metric was not met.

- In 2021-22, 48% of students met their growth target in math. This is an increase of 11% from the prior year, exceeding the renewal metric's target of 5%.

- In 2022-23, 50% of students met their growth target in math. This is an increase of 2% from the prior year, but did not meet the renewal metric's target of 5%.

- In 2023-24, 55% of students met their growth target in math. This is an increase of 5% from the prior year, meeting the renewal metric's target of 5%.

- In 2024-25, 65% of students met their growth target in math. This is an increase of 10% from the prior year, exceeding the renewal metric's target of 5%.

Summary of SOUL's performance: This metric has been partially met by SOUL. The 5% annual growth target was MET for four of the six years (67%) when the data has been available. The percent of students meeting growth targets year over year increased every year except for one.

The percent of students meeting growth targets increased from 46% in 2018-19 to 65% in 2024-25.

3. Renewal Metric - Credit Attainment: Increase credit attainment for first year students in grades 9-12 who are deficient in credits by 25%.

Results:

- 2022-23:
    - Prior year average credits earned: 8.22
    - First year at SOUL average credits earned: 31.95
    - Percentage increase in credits earned: 388.7%
    - Did the number of credits earned increase by at least 25%: Yes

- 2023-24:
    - Prior year average credits earned: 10.53
    - First year at SOUL average credits earned: 31.68
    - Percentage increase in credits earned: 300.9%
    - Did the number of credits earned increase by at least 25%: Yes

- 2024-25:
    - Prior year average credits earned: 11.57
    - First year at SOUL average credits earned: 33.41
    - Percentage increase in credits earned: 288.8%
    - Did the number of credits earned increase by at least 25%: Yes

Summary of SOUL's performance: This metric has been **MET** by SOUL for every year since it was tracked.

4. Renewal Metric - Satisfaction Rates: 80% of Education Partners' annual survey responses will demonstrate a high satisfaction rate regarding enrollment at school as indicated by "agree" or "strongly agree" to survey questions.

Results:

- 2021-22:
    - 90% satisfaction for all subgroups

- 2022-23:
    - 96% satisfaction for all subgroups

- 2023-24:
    - 86.5% Parents reported finding every staff member to be kind and courteous
    - 98.8% Parents reported they feel their student is safe at SOUL

    - 97.3% of students indicated they feel safe on campus

- 2024-25:
    - 97% of Parents felt respected by staff and feel comfortable approaching school administration with concerns
    - 95% of Parents stated their child's school environment was safe
    - 81% of students reported feeling safe from harm

Summary of SOUL's performance: This metric has been **MET** by SOUL.

5. Renewal Metric - Proficiency Rates: Increase the percentage of students who meet or exceed the standards by 5% to 8% annually.

Background: In high school only 11th graders are tested by the state, so each year a completely new cohort of students are tested. The new cohort of students may be higher or lower performing compared to the prior cohort. Given this, in addition to looking at data on CAASPP, which is only measuring performance in 11th grade, SOUL also looked at data on NWEA MAP which captures the performance of all students enrolled.

Results:

Students scoring Level 3 (standard met) or Level 4 (standard exceeded) on CAASPP.

ELA CAASPP

Year	% Standard Met	% Standard Exceeded	Total %	Increase of at least 5%?
2021-22	10.91%	1.82%	12.73%	N/A
2022-23	30.77%	3.85%	34.62%	Yes
2023-24	13.85%	1.54%	15.39%	No
2024-25	11.48%	1.64%	13.12%	No

- ELA CAASPP: This metric was MET by SOUL for one of the three years (33%) when the data has been available.

Math CAASPP

Year	% Standard Met	% Standard Exceeded	Total %	Increase of at least 5%?
2021-22	0%	0%	0%	N/A
2022-23	0%	0%	0%	No
2023-24	0%	0%	0%	No
2024-25	0%	0%	0%	No

- Math CAASPP: This metric was **not met** by SOUL.

Students scoring, by percentile rank, average, high average, or high on NWEA MAP

NWEA MAP, Reading

Year	% Average	% High Average	% High	Total %	Increase of at least 5%?
2023-24	22%	8%	0%	30%	N/A
2024-25	21%	15%	1%	37%	Yes

- NWEA MAP, Reading: This metric has been **MET** by SOUL for each year when the data has been available.

NWEA MAP, Math

Year	% Average	% High Average	% High	Total %	Increase of at least 5%?
2021-22	9%	4%	1%	14%	N/A
2022-23	13%	8%	0%	21%	Yes
2023-24	16%	5%	0%	21%	No
2024-25	20%	6%	5%	31%	Yes

- NWEA MAP, Math: This metric has been **MET** by SOUL for **two of the three years (67%)** when the data has been available. The percent of students meeting growth targets year over year increased or remained the same every year. The percent of students meeting growth targets increased from 14% in 2021-22 to 31% in 2024-25.

Summary of SOUL's performance: This metric has been **partially met** by SOUL, as shown above with the data broken down between ELA CAASPP, Math CAASPP, NWEA MAP Reading and NWEA MAP math.

6. Renewal Metric - Graduation Rate: 75% of credit eligible seniors will complete all graduation requirements annually to earn a diploma.

Results:

2022-23:

- Credit eligible seniors: 61
- Graduates: 56
- Graduation rate: 91.8%
- Met metric of 75% or more: Yes

2023-24:

- Credit eligible seniors: 52
- Graduates: 50
- Graduation rate: 96.2%
- Met metric of 75% or more: Yes

2024-25:

- Credit eligible seniors: 65
- Graduates: 63
- Graduation rate: 96.9%
- Met metric of 75% or more: Yes

Summary of SOUL's performance: This metric has been **MET** by SOUL every year since it was tracked. Further, of the graduates over the last three years, 56 were in their 5th or 6th year of high school.

7. Renewal Metric - Classroom-Based Enrollment: Increase the enrollment percentage of classroom-based students in grades 9-12, 3-5% annually. 2022-23 will be the baseline year to evaluate enrollment gains.

Results:

- 2022-23: Maximum enrollment of classroom-based students: 19.
    - This is the baseline year.

- 2023-24: Maximum enrollment of classroom-based students: 22.
    - Increase of 3-5% from prior year: Yes

- 2024-25: Maximum enrollment of classroom-based students: 32.
    - Increase of 3-5% from prior year: Yes

Summary of SOUL's performance: This metric has been **MET** by SOUL for every year since it was tracked. Maximum classroom-based enrollment in 2022-23 was 19 students. This increased to 32 students in 2024-25.

Conclusion of SOUL's Performance on Renewal Metrics

As shown above five of the seven (71.4%) of the renewal metrics have been MET. SOUL's progress on Renewal Metrics Two (NWEA Math Growth) and Five (Proficiency Rate) shows the metrics have both been partially met. This progress shows that SOUL has met or made progress toward all (100%) of the renewal metrics agreed upon with the District and, as such, has met the criteria for charter renewal.

SOUL's Performance Against Comparison schools

Below SOUL presents data comparing its performance with that of other DASS programs operated by the District and Fresno County Superintendent of Schools. This additional data demonstrates renewal is in the best interest of students as it shows SOUL is outperforming other DASS programs that students would be most likely to attend should they not attend SOUL.

Comparison schools were identified as all DASS programs operated by the District and all DASS programs operated by the FCSS. Schools also had to have enough data to be included in the comparison. This requirement only resulted in one school being excluded, which is Florence E. Rata, operated by the District. This school only had data for one Dashboard metric, suspension rate. This data was only available for 2025, indicating the school serves a very small number of students.

Comparison Schools:

- FUSD comparison DASS programs:
    - Florence E. Rata ("Rata") (9-12) - *excluded due to having only one 2025 Dashboard indicator (Suspension Rate) with data and having no Dashboard data for 2024 or 2023.*
    - Carter G. Woodson Public Charter ("Woodson") (7-12)
    - Phoenix Secondary ("Phoenix") (7-12)
    - Dewolf Continuation High ("Dewolf") (9-12)

- FCSS comparison DASS programs:
    - Crescent View West Public Charter ("Crescent") (9-12)
    - Big Picture Educational Academy ("Big Picture") (K-12)
    - Alice M. Worsley ("Worsley") (7-12)
    - Violet Heintz Education Academy ("Heintz") (7-12)
    - Fresno County Special Education ("FCSE") (K-12)

Below is data showing SOUL's performance on the 2025 Dashboard compared to the above DASS programs, provided the school had data for the particular indicator. After showing the performance of SOUL and each school with data for the indicator being analyzed, a comparison is made of SOUL's performance against the median DASS program performance to determine if SOUL was performing above or below the median.

The median is determined by aligning the comparison school results in order from highest to lowest and identifying the value in the middle, which becomes the median. If there are an even number of schools, not including SOUL, the two data points in the middle are added together and divided by two to determine the median.

Summary of SOUL's Performance Against Comparison Schools

Is SOUL Above, Below, or the Same as the Median Comparison School Performance?				
Dashboard Indicator	All Students Median		Majority of Student Groups	
	Status	Color	Status	Color
ELA	Above	Same	Above	Same
Math	Below	Above	Below	Above
ELPI	Below	N/A	Below	N/A
CCI	Above	Above	Above	Above
Science	Above	Above	Above	Above
Grad. Rate*	Above	Same	Above	Same
Susp. Rate*	Below**	Same	Below**	Above

*Grad. Rate - Graduation Rate; Susp. Rate - Suspension Rate
**For Suspension Rate, the lower the rate the better. SOUL is "Below" the median suspension rate for the comparison schools, so below is classified in green above as a positive.

As shown above there are twenty-six (26) comparison data points. This comes from the seven indicators shown above with four data points per indicator, other than ELPI where there are only two data points.

For seventeen (17) of those data points, or 65.4%, SOUL is outperforming the comparison school median either for all students or for a majority of student groups. Further, SOUL achieved the same performance level for five additional data points, an additional 19.2% of the metrics being compared. Overall, this shows that, when compared to performance at other DASS programs operating in proximity to the Charter School, SOUL is a valuable option to the community and it is in the best interest of students that SOUL be renewed and remain open for a new charter term. Analysis of results by individual metric are shown below.

English Language Arts

2025 ELA DFS Comparison

	SOUL	Woodson	Dewolf	Crescent	Big Picture	Heintz	FCSE
All students	-95	-117.6	-104.4	-37.6	-101.2	-313.6	-78
Hispanic	-90.8	-116.2	-95.3	-42.3	-108.1	-322.8	-76.4
SD*	-96.2	-117.5	-107.2	-40.3	-103.2	-311.3	-79.1

*SD - Socioeconomically Disadvantaged

SOUL Versus the Comparison School 2025 ELA DFS Median

	SOUL	Median	SOUL Above or Below?
All students	**-95**	**-102.8**	**Status: Above Color: Same**
Hispanic	**-90.8**	**-101.7**	**Status: Above Color: Same**
SD	**-96.2**	**-105.2**	**Status: Above Color: Same**

In 2025 SOUL outperformed the comparison school median DFS in ELA for all students and both significant student groups: Hispanic students and Socioeconomically Disadvantaged students.

Math

2025 Math DFS Comparison

	SOUL	Woodson	Dewolf	Crescent	Big Picture	Heintz	FCSE
All students	**-194.5**	**-204**	**-186.8**	**-154.5**	**-147.1**	**-325.2**	**-99.6**
Hispanic	**-190.8**	**-198.5**	**-186.8**	**-160.1**	**-145.9**	**-339.6**	**-96.3**
SD	**-194.9**	**-201.9**	**-188.2**	**-156.8**	**-149.3**	**-323.8**	**-98.6**

SOUL Versus the Comparison School 2025 ELA DFS Median

	SOUL	Median	SOUL Above or Below?
All students	**-194.5**	**-170.7**	**Status: Below Color: Above**
Hispanic	**-190.8**	**-173.5**	**Status: Below Color: Above**
SD	**-194.9**	**-172.5**	**Status: Below Color: Above**

In 2025 SOUL's math performance level of Orange outperformed the comparison school median performance level of Red for all students and both significant student groups: Hispanic students and Socioeconomically Disadvantaged students.

English Learner Progress Indicator

2025 ELPI Comparison

	SOUL	Woodson	Phoenix	Dewolf	Crescent	Big Picture	FCSE
All ELs*	38.1%	52.4%	16.7%	44%	52.4%	60%	31.2%
LTELs*	38.1%	52.4%	18.2%	44%	56%	76.2%	35%

*EL - English Learner; LTEL - Long-Term English Learner

SOUL Versus the Comparison School 2025 ELPI Median

	SOUL	Median	SOUL Above or Below?
All ELs	38.1%	48.2%	Status: Below
LTELs	38.1%	48.2%	Status: Below

SOUL's 2025 ELPI increased over 13% from 2024 to 2025, but the Charter School was below the comparison school median for ELPI, including for LTELs.

College Career Indicator

2025 CCI Comparison

	SOUL	Woodson	Dewolf	Crescent	Big Picture	Worsley	FCSE
All students	13.1%	77.3%	15.5%	7.2%	2.2%	1.9%	0%
Hispanic	11.9%	78.4%	18.5%	7.8%	1.7%	0%	0%
Homeless	11.8%	60%		3.6%			
SD	13.4%	77.6%	16%	6.2%	2.6%	1.9%	0%
SWD*	28.6%	88.9%		4.4%		0%	0%

*SWD - Students with Disabilities

SOUL Versus the Comparison School 2025 CCI Median

	SOUL	Median	SOUL Above or Below?
All students	13.1%	4.7%	Status: Above Color: Above
Hispanic	11.9%	4.8%	Status: Above Color: Above
Homeless	11.8%	N/A	Status: N/A
SD	13.4%	4.4%	Status: Below Color: Above
SWD	28.6%	2.2%	Status: Above

In 2025 SOUL's CCI status (percentage) and performance level of Yellow outperformed the comparison school median status and performance level of Red for all students and both significant student groups: Hispanic students and Socioeconomically Disadvantaged students. SOUL's SWD also outperformed the comparison school median when looking at status, with a CCI of 28.6% versus just 2.2% for the respective median.

Science

2025 Science Comparison

	SOUL	Woodson	Dewolf	Crescent	Big Picture	Worsley	FCSE
All students	46.6	34.7	34.4	52.4	39.2	11.1	36.4
Hispanic	47.3	34.9	35.9	45.6	39.3		36.2
SD	45.9	34.6	34	52.1	38.1	11.1	37.6

SOUL Versus the Comparison School 2025 Science Median

	SOUL	Median	SOUL Above or Below?
All students	46.6	35.6	Status: Above Color: Above
Hispanic	47.3	36.2	Status: Above Color: Above
SD	45.9	36.1	Status: Above Color: Above

In 2025 SOUL outperformed the comparison school median status in Science for all students and both significant student groups: Hispanic students and Socioeconomically Disadvantaged students.

Graduation Rate

2025 Four-Year Graduation Rate Comparison

	SOUL	Woodson	Dewolf	Crescent	Big Picture	Worsley	FCSE
All students	60.8%	81.5%	89.5%	25.8%	31.3%	22.8%	28.6%
Hispanic	60.5%	83%	89.7%	33.7%	41%	20%	31%
Homeless	61.9%	60%		29.5%			
SD	61.1%	81.9%	90.2%	25%	35.9%	22.8%	29%
SWD	64.3%	88.9%		21.8%		17.6%	28.6%

SOUL Versus the Comparison School 2025 Four-Year Graduation Rate Median

	SOUL	Median	SOUL Above or Below?
All students	**60.8%**	**30%**	**Status: Above Color: Same**
Hispanic	**60.5%**	**37.4%**	**Status: Above Color: Same**
Homeless	**61.9%**	**N/A**	**Status: N/A**
SD	**61.1%**	**32.5%**	**Status: Below Color: Same**
SWD	**64.3%**	**25.2%**	**Status: Above**

In 2025 SOUL significantly outperformed the comparison school median status in Graduation Rate for all students and both significant student groups: Hispanic students and Socioeconomically Disadvantaged students. SOUL's SWD also outperformed the comparison school median when looking at status, with a Graduation Rate of 64.3% versus just 25.2% for the respective median.

Suspension Rate

2025 Suspension Rate Comparison

	All	AA*	H*	EL	HY*	LTEL	SD	SWD
SOUL	**1.9%**	**4.8%**	**1.8%**	**6.7%**	**9.1%**	**6.7%**	**2.1%**	**3%**
Woodson	**1.6%**	**3.4%**	**1.2%**	**0%**		**0%**	**1.4%**	**0%**
Phoenix	**35.9%**	**45.7%**	**32.7%**	**30%**		**31.2%**	**36.2%**	**38%**
Dewolf	**5.5%**	**12.9%**	**5.6%**	**2.2%**		**2.3%**	**6%**	**13%**
Crescent	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**
Big Picture	**3.8%**	**1.8%**	**4.3%**	**4.3%**	**4.1%**	**8%**	**5.3%**	**7.9%**
Worsley	**5.9%**	**5.6%**	**6.5%**	**6.1%**		**6.9%**	**5.9%**	**6.4%**
Heintz	**44.1%**	**57.9%**	**43.1%**				**47%**	**66.7%**
FCSE	**2.6%**	**4.8%**	**2%**	**0.8%**	**0%**	**4.5%**	**2.8%**	**2.6%**

*AA - African American; H - Hispanic; HY - Homeless Youth

SOUL Versus the Comparison School 2025 Suspension Rate Median

	SOUL	Median	SOUL Below or Above?
All students	**1.9%**	**4.7%**	**Status: Below Color: Same**
AA	**4.8%**	**5.2%**	**Status: Below**
Hispanic	**1.8%**	**5%**	**Status: Below Color: Above**
EL	**6.7%**	**2.2%**	**Status: Above Color: Below**
Homeless	**9.1%**	**N/A**	**N/A**
LTEL	**6.7%**	**4.5%**	**Status: Below**
SD	**2.1%**	**5.6%**	**Status: Below Color: Same**
SWD	**3%**	**7.2%**	**Status: Below Color: Above**

Since suspension rate applies to all grade levels served at SOUL, there are significantly more student groups with data. As shown above, SOUL has a lower suspension rate versus the comparison school median for all students and for a majority of student groups (four out of seven, or 57%). Looking at Dashboard colors, SOUL's performance level was either equal or above the comparison school median for all students and three of the five student groups (60%) with colors.

Conclusion of SOUL's Performance Against Comparison Schools

As shown above SOUL in the summary, and validated by the analysis of each Dashboard indicator, SOUL either outperformed the comparison school median or performed the same as the comparison school median for 84.6% of the metrics available for comparison. These results further demonstrate both the importance of renewing SOUL and that renewal is in the best interest of the students served by SOUL.

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: "A description of the educational program of the charter school, designed, among other things, to identify those whom the charter 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." Education Code Section 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." Education Code Section 47605(b)(5)(A)(ii)

"If the proposed charter school will serve high school pupils, 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(c)(5)(A)(iii)

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 is to provide holistic learning experiences in a flexible format, thereby creating an environment that empowers students to obtain the skills, knowledge, and motivation to become self-directed, life-long learners maturing towards self-sufficiency.

Target Student Population

SOUL presently serves and educates students residing primarily within the Fresno metropolitan area. The students, ages 14 to 22, are enrolled in grades 9 through 12, have not yet earned a high school diploma, and many are at high risk of dropping out of high school. The majority of SOUL students reside in economically depressed areas within the Fresno metropolitan area. Most students at SOUL have a history of challenges with achieving academically, due primarily

to poor attendance prior to enrolling at SOUL as well as other factors that have interfered with a consistent education experience. A review of transcripts and files of newly enrolled students at SOUL typically reveals lower than desired academic achievement and a lack of benefit from the academic program or support services in the traditional high school setting, as well as 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 over 25 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 high school, all of which are DASS factors as noted below. Given its student population, SOUL is classified as a Dashboard Alternative School Status. SOUL's most current, publicly available demographics are displayed below.

2024-25 Enrollment Demographic Comparisons

	SOUL	District	Fresno County	State
AA*	7%	3.2%	4.5%	4.9%
Asian	0.5%	10.6%	10%	10.1%
Hispanic	86.4%	69.6%	66.2%	56.1%
White	2.5%	7.6%	14.2%	20%
2+Races	3.5%	3.2%	2.9%	4.8%
English Learners	12.6%	18.8%	16.8%	17.4%
Reclassified Fluent English-Proficient	8%	13.3%	14.5%	15.7%
Foster Youth	3%	0.8%	0.6%	0.5%
Homeless Youth	13.6%	0.8%	1.1%	4%
Students with Disabilities	12.6%	14.9%	12.4%	14.2%
Socioeconomically Disadvantaged	94.5%	85.9%	75.7%	63.6%
Total enrollment	199			

As shown above, the student population at SOUL is quite different from the District, Fresno County, and the state. SOUL serves a significantly higher percentage of students from traditionally underserved backgrounds, as noted by the much higher percentage of homeless and socioeconomically disadvantaged students enrolled at SOUL.

Beyond the publicly reported demographics, SOUL's students also arrive with significant individual challenges, as outlined in the chart below.

2024-25 SOUL Enrollment by DASS Factors

DASS Factor	2024-25 Percentage
Chronically Truant	54%
Enrolled in multiple high schools prior to SOUL	30%
Enrolled significantly behind in credits	89%
Parenting teen	4%
Experience in the juvenile justice system or wards of the court	10%

To be classified as DASS, 70% or more of enrolled students must possess at least one DASS factor. At SOUL, 95% students possess at least one DASS factor, while 76% of SOUL students possess multiple, overlapping DASS factors. This student population benefits greatly from the small, student-centered and flexible environment at SOUL, as demonstrated by the results analyzed earlier in this Petition.

Enrollment Projections

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	199	200	200	200	200	200

As shown above, SOUL is conservatively estimating future enrollment to stay consistent with the current student population. While the Charter School can serve more students, due to the nature of the majority of students served, the most prudent approach is to project flat enrollment.

SOUL plans to educate each student, regardless of the length of time of their enrollment or entry point, in accordance with the educational plan set forth in this Petition. Each barrier or factor discussed above is addressed through instruction, individualized counseling, case management, and dropout prevention services built into the Charter School's educational program.

Community Need

SOUL is guided by its mission to provide holistic learning experiences in a manner and environment that enables students to obtain skills, knowledge, and motivation to be self-directed, lifelong learners as they mature toward self-sufficiency. SOUL enacts its mission to realize the Charter School's vision: for the student to be a self-directed learner, a collaborative worker, and complex thinker who is equipped with the skills and confidence to be productive and self-sufficient as an adult through work and community service. The academic focus is on building skills in reading, writing, math, and other core subjects. SOUL is grounded in its beliefs that learning best occurs when the student is ready to learn. Unfortunately, a high percentage of

students from traditionally underserved backgrounds arrive at SOUL after having experienced challenges with their educational journey, as described above.

To effectively address these challenges, SOUL offers individualized opportunities via a personalized learning program, the option for a hybrid program, and a classroom-based program. All three programs maintain low student-to-teacher ratios combined with the presence of a strong support staff. These options collectively help students and their families address their academic, social and emotional needs, as well as provide students and families a choice to determine the program that will be most effective for them.

The conditions at SOUL allow students to be better prepared for an academic setting and focused on learning and achieving. SOUL's teaching staff present curricula to students who are able to access instruction in a style most suitable to their individual needs. Like other Fresno County EOC programs, SOUL seeks preventative, proactive strategies to address the needs of traditionally underserved populations and members of the Fresno community.

SOUL has been serving the Fresno community for more than 25 years, with a special focus on engaging youth who are traditionally underserved and at risk of dropping out of high school. In addition to offering a well-rounded, standards-aligned educational program, SOUL provides the following to students: a personalized education that centers on a holistic support model by which students recover credits and get on track to graduate from high school; a flexible class schedule to promote long-term persistence and retention; engaging courses such as: Street Law, Art, Cultural Studies, Food Safety, Health Services, Film Appreciation, and First Aid CPR; committed teachers and school personnel who develop trusting relationships with students; direct access to an array of support services through the Charter School's network, and; the larger Fresno EOC network (e.g., workforce development, adolescent family support services, service learning, LGBTQ+ resources).

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

Twenty-first-century learning means 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 reading, writing and arithmetic required of twentieth century learners, but will have also mastered the four Cs: critical thinking, creativity, communication, and collaboration. The twenty first 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 twenty first century requires knowing how to learn and to do so quickly. Students will likely have several careers in their lifetime where each may require new skills and knowledge. 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 twenty first 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 potential barriers such as poverty, teen pregnancy, truancy, and homelessness, as well as potential future challenges they may confront. To address these present and potential 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-based curriculum, imparted through a direct interactive instructional model. SOUL students have access to technology through internet-accessible laptops located in all classrooms and resources provided to independent study students. SOUL students are provided career exploration opportunities to prepare them to become self-reliant lifelong learners and be competitive in today's career market. SOUL believes 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 challenges in the twenty first century, assuring them a brighter future in preparing them for career opportunities and economic independence.

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, promote greater academic and personal success for students. SOUL firmly believes learning best occurs when students have agency and choice in their education, feel connected to their chosen school and learning environment, and when parents are given the adequate resources to assist their child in becoming successful learners.

SOUL offers a nonclassroom-based, personalized learning program, a hybrid program, as well as a classroom-based program. All components of SOUL's educational program are located at the Fresno EOC Sanctuary Youth Center, located at both 2336 Calaveras Street and 1545 N Street, Fresno, CA 93721. This is one contiguous site with buildings that are adjacent to each other.

Each of SOUL's three programs offers the same rigorous academic, standards-based curriculum and access to extra-curricular activities. In addition to providing a holistic high school curriculum, SOUL also offers students a wide array of support services, including personal and

social emotional support, mental health counseling, case management, access to health services, family services, and childcare services.

SOUL's curriculum, which is detailed later in this element, is rigorous and based on the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, remaining State Content Standards, and English Language Development ("ELD") Standards (hereinafter collectively referred to as the "State Standards").

SOUL provides, at minimum, the state required number of days of instruction for classroom-based and Independent Study students. For the classroom-based students, classes are held Monday through Friday according to the Charter School's academic calendar and the annual bell schedule. Combined this results in students receiving, at minimum, the required annual and instructional minutes for grades 9-12. The 2025-26 Academic Calendar and bell schedules for the 2025-26 school year can be found in the Appendix.

Each of SOUL's three education delivery options are described below.

Personalized Learning Program

SOUL has been in operation since 1998, before such time when California law recognized a distinction between classroom-based and nonclassroom-based charter schools. Following the passage of SB 740 in 2001, and starting in May, 2003, SOUL has operated a nonclassroom based program and, during this time, has also been continuously awarded a nonclassroom-based funding determination by the California State Board of Education. This nonclassroom based program has and will continue to operate consistent with Education Code Section 47612.5(e)(2). As a nonclassroom-based charter school, SOUL affirms it shall continue to comply with all laws and regulations applicable to nonclassroom-based charter school programs and the offering of independent study, including Education Code Sections 47612.5, 47634.2, 51744 et seq., 5 California Code of Regulations ("CCR") Sections 11960, 11963-11963.7, 5 CCR 11701-11704.

SOUL operates a personalized learning program as an educational alternative to traditional classroom-based options in order to provide students access to programs that fit their needs. Students who choose to attend the Charter School do so because they seek a personalized learning program and SOUL's flexibility matches their needs.

Students in the personalized learning program are currently scheduled for a minimum of three hours of face-to-face, in person (synchronous) instruction per week, but are also able to access and benefit from the additional in-person services and support available any time SOUL's campus is open.

Prior to entering SOUL's personalized learning program, students often have a compelling reason or need for an alternative to a traditional school program, 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.

SOUL's current versions of its Fresno EOC Board of Commissioners adopted Independent Study Policies and Independent Study Master Agreement are included in the Appendix. The Independent Study Master Agreement is consistent with the requirements of Education Code Section 51747. These policies describe the procedures by which independent study is implemented at SOUL.

Prior to the commencement of independent study, the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and, as applicable, the certificated employee who has been designated as having responsibility for the special education programming of independent study, will each sign the Independent Study Master Agreement. The Independent Study Master Agreement includes a statement that independent study is an optional educational alternative in which no pupil may be required to participate.

Further, the aforementioned policies and the Independent Study Master Agreement describe the following requirements:

- The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.
    - Currently five (5) days.
- The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether they should return to a regular school program.
    - Currently two (2) assignments during any five (5) day period
- The manner, time, frequency, and place for submitting pupils' assignments and for reporting their progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil.
- The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. The duration will be for no longer than one (1) school year.
- The number of course credits to be earned by the pupil upon completion of the agreement.

For independent study students, the Charter School may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certificated teacher, or the combined time value of pupil

work product and pupil participation in synchronous instruction pursuant to paragraph Education Code Section 51747.5(b).

In addition to the above procedures, which focus on students participating in long-term independent study via SOUL's personalized learning program, SOUL shall also offer short-term independent study from one (1) to fourteen (14) school days if needed based on the individual circumstances of a student.

Classroom-Based Program

In addition to its established nonclassroom-based, personalized learning program, SOUL also operates a classroom-based program as a separate and distinct educational option. This classroom-based instructional program provides students with a structured school day designed to support academic achievement through increased instructional time and direct teacher engagement. To enhance student learning and address academic needs, the school day has currently been extended to include a daily 45-minute intervention period. Administration works closely with classroom teachers to support the implementation of evidence-based instructional practices that are proven to improve student outcomes. To further meet the needs of its diverse student population, SOUL currently offers additional learning opportunities through Wednesday after school and Saturday school sessions. The classroom-based program also includes Career Technical Education ("CTE") courses, offering students access to industry-relevant skills and a path to earn a certification. While the classroom-based and personalized learning programs are operated independently, both are driven by a shared commitment to provide students with high-quality, flexible, and supportive educational experiences.

Hybrid Program

As part of its ongoing commitment to innovation and student-centered learning, SOUL has a Hybrid Program designed to bridge its classroom-based and personalized learning models. This program serves as a unique and integrated component, providing opportunities for students from both instructional options to collaborate in shared learning environments. The Hybrid Program creates structured group learning experiences that are intentionally geared toward career exploration, workforce readiness, and personal development. These collaborative sessions are scheduled during designated hybrid learning blocks and are facilitated by a combination of instructional staff, industry professionals, and community partners. The Hybrid Program not only promotes social connection and peer learning, but also reinforces SOUL's mission and provides equitable access to relevant, real-world learning opportunities that support students' academic, personal, and professional growth.

Curriculum

SOUL's science, math, English, and social science courses, as well as certain elective courses, are "a-g" approved via the University of California's High School Articulation Department. All students have the opportunity to take these courses. Curriculum for SOUL's core subjects is

aligned to the State Standards. Grade level standards are taught in all academic classes each day.

A majority of SOUL students enroll below grade level in all subjects. Consequently, supplemental materials are utilized to scaffold instructional material and facilitate student understanding of the subject matter, without compromising alignment with grade level standards. For example, a tenth grade student reading at the sixth grade level can still access and master tenth grade standards in English Language Arts, but the readability of the supplemental materials can be made more accessible for the student, based on their reading ability. All core curriculum materials are selected in accordance with the grade level content standards. SOUL's goal is to provide high quality, engaging materials that assist students in becoming proficient in all content areas and make progress toward mastering grade level standards. The chart below displays SOUL's currently adopted core instructional materials by subject.

Current Curriculum Selections

Subject Area	Currently Adopted Curriculum
English Language Arts	English 9-12 Responsive Education Solutions 2020 Listenwise Edge Read 180
Mathematics	Geometry Houghton Mifflin Harcourt, 2018 Algebra 1 Houghton Mifflin Harcourt, 2012 Algebra 2 Houghton Mifflin Harcourt, 2018 Consumer Math Globe Fearon, 2014 Focus on Personal Financial Literacy, 2024 Basic Math AGS, 2003 Math 180
Science	Inspire Earth Science McGraw Hill, 2020 Inspire Biology McGraw Hill, 2020 Environmental Science Savvas, 2021 Physical Science Globe Fearon, 1998
History/Social Science	World History McGraw Hill 2019 United States History McGraw Hill 2019 Economics Glencoe American Government Savvas 2019
Foreign Language	Asi se dice McGraw Hill 2016
Health	Teen Health Glencoe 2021

	Healthy Relationships Glencoe 2021
Visual and Performing Arts	Music Appreciation Imagine Learning Art 1 Imagine Learning
Multiple subjects	MyPath

SOUL's reflective lesson planning incorporates the State Standards in each unit of study, as well as incorporating differentiated instructional approaches for English Learners. SOUL works to ensure continued alignment of its curriculum and instructional delivery so all SOUL students have access to the State Standards. SOUL, which is fully accredited by the Western Association of School and Colleges ("WASC"), is actively committed to continuous academic improvement. Both WASC and the annual **Local Control and Accountability Plan ("**LCAP**")** update process provide structures for continuous school improvement as an ongoing process. SOUL engages in these processes to analyze, evaluate, and improve its instructional program. This analysis and reflection process has resulted in increased academic rigor through the development and implementation of best practices in curriculum and instruction.

While ethnic studies is already a current graduation requirement, moving forward and subject to appropriations by the state, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require students complete the same as a graduation requirement commencing no later than with students graduating in the 2029-30 school year.

In addition, the Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing no later than with students graduating in the 2030-31 school year.

Scope and Sequence

Each year pacing calendars for each course are updated to ensure alignment of curriculum and instruction with grade level standards. Pacing calendars address specific standards over the course of the school year in a specified time frame. The pacing calendar describes when each standard should be taught, for how long, and shows the specific locations of each standard in the adopted curriculum materials. Supplementary materials continue to be created to address State Standards not adequately covered, or scaffolded, in the adopted curriculum.

Each course offered at SOUL has a developed scope and sequence, as well as a developed course description. Teachers use the scope and sequence as a pacing guide to deliver curriculum in alignment with the State Standards. Students are expected to demonstrate mastery of performance objectives in alignment with the skills, knowledge, and rigor required by the State Standards. Students are administered formative, benchmark, and summative assessments 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 re-assessment in specific areas. Tutoring is currently available five days per week to all students who require additional assistance.

Students are assigned individualized targeted learning tasks in ELA and math via Imagine Learning's MyPath, Read180, and Math180. Supplementary materials are provided to address any State Standards not adequately covered in the adopted curriculum, or in cases where scaffolding is needed to meet students performing below grade level at their present levels.

Instruction

Teachers utilize differentiated and direct instruction to deliver common core lessons aligned to the State Standards. Daily objectives for lessons, checking for understanding, engagement strategies such as pair sharing and collaborative work, as well as the use of technology to extend and enhance learning can be observed in all classrooms. Reflective instructional plans, along with regular assessment of student learning and adjustments based on formative assessments, are used school wide.

Strategies are also utilized to engage students by using academic vocabulary, collaborating orally and encouraging interaction with others. 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. Integrated ELD strategies, such as contextualization and front-loading, are used across subjects.

Guest speakers and field trips are incorporated into the schedule to provide hands-on and real world experiences for specific careers. Staff meet to discuss student issues and to share best practices on a regular basis.

Teachers prepare lesson plans aligned to the State Standards. Plans include time for direct instruction, scaffolding as needed, consistent checking for understanding, student practice, and formative assessment. Reflective lesson plans incorporate student's prior performance on relevant summative and formative assessments. Lesson plans are developed to ensure each assignment is aligned with the applicable State Standards. This ensures all students, including students with disabilities and ELs, are meeting the State Standards for their individual grade levels.

Teachers also currently have daily tutorial hours after school for students in need of support and assign specific students to attend these sessions as needed.

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 standards helps teachers process the learning outcomes and organize lessons strategically. With their smaller classes, teachers can easily recognize the needs of individual students. In small classes teachers are able to work one-on-one with students in class or in small groups to

ensure all students are learning. Checking for understanding, questioning, writing responses, guided questions and peer teaching are strategies used throughout lessons. Peer observations are done on a regular basis and plans are modified as needed, based on student performance. Students are placed in intervention classes when needed.

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. All teachers are tasked with reviewing materials in light of student assessment data to determine if there is a need to modify curriculum resources to improve student accessibility and learning.

Data from classwork and homework assignments, MyPath progress, Read 180, Math 180 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 accommodations based on Individualized Education Programs ("IEPs"), and EL status) along with teacher/staff observation and parent feedback are also used to adjust teaching.

NWEA MAP 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 (formative) assessments are given on a regular basis. If students do not perform well on an assessment, teachers reteach as needed to ensure students can access upcoming material and instruction.

SOUL's current Student Information System ("SIS"), School Pathways, is used to manage and organize data on all students, including student groups such as English Learners, students with 504 Plans and those with IEPs including accommodations and/or modifications. This SIS helps ensure assignments and instructional strategies are tailored to meet student's individual needs. As students show improvement or fall behind, teaching is adjusted as deemed necessary.

Student reading progress is continually monitored and recognized through assessments via NWEA, MyPath, Read 180, targeted learning tasks, and Lexile advancements. Lesson plans and curriculum are aligned with the State Standards. Discipline data and IEP information also help with strategies to improve instruction for students. Data provides teachers with information as to how students are progressing and what works in terms of improving student achievement, both for the whole class and for individual students. As data is gathered, teachers are able to modify teaching strategies, plans, objectives and expectations. The data received from NWEA and other more summative assessments also helps to drive the instruction. In addition:

- Attendance data is used to assist teachers in identifying students who are in need of make-up work and additional time (e.g. tutoring during the school week or on Saturdays)

- Behavioral and discipline data, as well as IEP's and 504 Plans, are used to help develop learning plans and strategies for supporting students with individualized needs and allow teachers to monitor their effectiveness.
- Reading, writing, and Lexile level data are used to determine complexity of documents, texts, strategic mixed-ability groupings of students, and scaffolding strategies to support struggling students.

During weekly meetings, the results from the assessments and sources 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.

Lexile Levels as an Intervention Tool

Intervention is utilized based on scores from NWEA MAP and from Lexile levels assessed through MyPath. This data helps teachers determine if students need intervention, tutoring and/or modifications of work assignments and teaching strategies. Through the NWEA MAP pretest, a student's Lexile level is established and then used to set goals to progress toward career and college readiness. Diagnostic assessments for reading and math are also given at the beginning of the year through MyPath, and are used to assign targeted learning tasks to intervene via activities aimed at improving achievement so the student reaches the appropriate level of reading and math. Students work on these targeted learning tasks throughout the semester.

Lexile level measures the difficulty of texts and the reading capacity of students. By knowing students' Lexile levels, teachers 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 strategically for group work and projects. If students score low initially, they can be quickly assigned to an Intervention class and monitored to see if further assessment indicates the student is truly lacking grade level skills or if they are benefitting from the intervention.

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 two and three 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, as well as hybrid classes where students work together to learn or practice a skill leading to increased college and career readiness.

Other Methods of Instructional Delivery

Imagine Learning/Edgenuity

Imagine Learning/Edgenuity is an online, web-based program used by SOUL students for credit recovery, CTE and select elective courses. The online, UC approved curriculum has enabled 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 Imagine Learning both at school and at home. Imagine Learning provides 21st century learning opportunities for students whose academic needs stretch beyond the constraints of the traditional classroom. Since so many SOUL students are credit deficient, Imagine Learning provides an opportunity for students to retake a class they have previously failed while employing the accelerated use of technology, allowing students to complete each course at their own pace. Imagine Learning's self-paced interactive curriculum, along with its internet-based features, has proven successful for students in non-classroom based settings, as well as those who are credit deficient. The web-based curriculum is accessible from any internet connection. Imagine Learning includes courses in the core subjects of History, Math, English Language Arts, and Science, as well as a variety of electives.

Technology in Education

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, work collaboratively, use critical and analytical thinking skills, and use information wisely and responsibly as they prepare to enter postsecondary education and the post high school work force. Staying up to date with technology and its relevant tools ensure SOUL students and teachers receive the most up to date information and are prepared for success after SOUL. SOUL's ultimate goal is to prepare its students for a prosperous and productive future in a rapidly changing world. Students are provided technology (laptops, hotspots) to take home to ensure equitable access to the educational program.

Technology is available to all students and teachers at a one-to-one or greater ratio. Each teacher is issued a laptop. Computers with internet access are available to students who need

to complete projects, conduct research, develop English and Math skills, or complete online credit recovery lessons. Computers are also located in all classrooms and all support staff offices 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 during school and after school hours.

During the school day students use technology in a variety of ways. Each classroom at SOUL is equipped with a projector. In SOUL's Reading Intervention classes, students reading below grade level utilize the Read180 web-based literacy program to develop their reading skills. 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.

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 lesson plans to school administration via email, Dropbox, and Google Docs. Electronic bulletins (e.g ParentSquare) are used throughout the Charter 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 email, or Google docs.

Elective Courses

SOUL continues to develop new elective courses for students in both the personalized learning and classroom-based programs. Elective courses, like all core courses, are taught by appropriately credentialed teachers. When looking at a student's transcript, elective courses include courses in core subjects that go beyond the graduation requirements. For instance, if a student only needs three years worth of math credits to graduate, but takes and passes four years of math coursework, the additional year of math may be displayed as elective credit. Beyond extra core classes, SOUL works to offer electives that meet student interests as having a choice in coursework and schedule aids in deepening student engagement in their own education.

In 2025-26, SOUL offered several electives, outside of core, A-G aligned subjects. These are listed in the 2025-26 Student Parent Handbook, mainly under the heading "Specialized Course Offerings," and include the following:

- Child Development/Child Care
- Driver's Education
- Ethnic Studies (graduation requirement)
- Film Appreciation

- First Aid/CPR
- Historical Literature
- Introduction to Trades
- Leadership
- Personal Finance (offered as an elective until it becomes a graduation requirement)
- Robotics
- Street Law

One area SOUL is working to expand elective options for students is in career-based education via Career Technical Education ("CTE") courses. These efforts are described below.

Career-Based Education

In response to the needs of its student population, SOUL is implementing a career-based education program that will ensure students are ready to enter the workforce once they complete their studies at SOUL. Upon enrollment, every student is administered the O-Net Career Assessment to help guide them in the development of a post-secondary plan, which includes the following.

1. 9th and 10th Grade Career Exploration: All 9th and 10th grade students will be offered a career-based class that aligns with their interests and career aspirations. These courses will:

    - Help students explore various career paths and understand the skills required in different fields.
    - Encourage career exploration through hands-on learning, guest speakers, and industry visits.
    - Foster soft skills such as communication, teamwork, and problem-solving, all of which are essential in any career.
    - Support resume development and interview skills.

    These classes will be designed to inspire students to take ownership of their career goals while equipping them with the essential tools to pursue further studies in their chosen paths.

2. 11th and 12th Grade Work-Based Learning: In an effort to bridge the gap between classroom learning and real-world experience, SOUL will be offering work-based learning opportunities for 11th and 12th grade students. These work-based learning opportunities will be coordinated through Fresno EOC and local businesses, allowing students to:

    - Gain first-hand experience in a professional environment.
    - Build practical skills in their field of interest.

    - Develop professional networks that may help with future employment opportunities.
    - Obtain mentorship from experienced professionals who can guide them in their career journey.

Students will receive academic credit for participating in these work-based learning opportunities, which will be closely monitored and evaluated by teachers and work-based learning coordinators. These internships will be structured to allow students to balance their academic workload while gaining valuable experience in their chosen field.

Implementation Plan:

- Curriculum Development: The Charter School will work with industry experts and local businesses to develop a curriculum that is both relevant and up to date with current trends and demands in various career fields.

- Partnerships with Local Businesses: Collaboration with Fresno EOC and local businesses is key for this program to maximize effectiveness. SOUL has formalized these partnerships to provide a variety of work-based learning opportunities, ensuring there is a diverse range of industries and career paths represented. Examples include:
    - Transit Department (shadow mechanics)
    - Food Services (prepare meals)
    - Health Services (work in clinics)
    - Communication Department (prepare and distribute multimedia materials)

- Partnership with Local Education Agencies: As of the finalization of this Petition, SOUL is collaborating with the Fresno County Superintendent of Schools to enhance the CTE courses and offerings at SOUL. FCSS will provide in-person, career-based and practicum experiences for students that will be in addition to the course work completed at SOUL. The initial plan for collaboration includes the following courses: Occupational Health and Safety (“OSHA”), First Aid and CPR, Food Safety, and Health Services.

- Student Selection and Placement: Students will have the opportunity to choose from a list of career paths and industries. They will undergo an application process where they can express their interest. Work-based learning coordinators will assist in matching them with appropriate classes and internships. Placement in work-based learning opportunities will be based on students' career preferences and academic standing.

- Faculty Training: Teachers and work-based learning coordinators will receive professional development to effectively manage and monitor these programs, ensuring students have a high-quality learning experience both in the classroom and during internships.

- Monitoring and Evaluation: The program's success will be monitored through feedback from students, businesses, and teachers. Regular evaluations will take place to ensure the program meets its objectives, and necessary adjustments will be made to improve its effectiveness.

Benefits:

1. Enhanced Career Readiness: This program will provide students with tools, skills, and experiences needed to pursue their career goals confidently, whether they choose to continue their education or enter the workforce directly after graduating from high school.
2. Stronger Partnerships with Local Businesses: The program will strengthen ties between the Charter School and the local business community, creating more opportunities for students to engage with professionals and gain insights into potential careers.
3. Increased Student Engagement: By allowing students to explore careers that align with their interests, they will be more engaged and motivated in their studies.
4. Improved Post-Graduation Outcomes: Students who have real-world experience in their chosen career field will be better prepared for success after graduation, whether they pursue further education or begin their careers immediately following graduation.

This career-based education program aims to provide an innovative approach to work-based learning by enhancing the school day and incorporating career-focused coursework and work-based internship experiences. By equipping students with both the knowledge and practical experience they need, this initiative will help prepare students for a more successful future in their chosen career paths.

Graduation Requirements

SOUL's current graduation requirements are described in the below table as well as further detailed in the Appendix.

Current SOUL Graduation Requirements Through the Class of 2028

Subject	Required Credits
English Language Arts	40 credits
Modern World History	10 credits
United States History	10 credits
American Government	5 credits
Economics	5 credits
Science	30 credits
Mathematics	30 credits
Physical Education	20 credits
Health/Sociology for Living	5 credits
Fine Arts or Foreign Language	10 credits
Electives	65 credits
Total	**230 credits**

Projected SOUL Graduation Requirements Starting with the Class of 2029

Subject	Required Credits
English Language Arts	40 credits
Modern World History	10 credits
United States History	10 credits
American Government	5 credits
Economics	5 credits
Science	30 credits
Mathematics	30 credits
Physical Education	20 credits
Health/Sociology for Living	5 credits
Ethnic Studies	5 credits
Fine Arts or Foreign Language	10 credits
Electives	60 credits
Total	**230 credits**

To support students with a realistic path to graduation, SOUL has articulated the number of credits a student must earn to be considered at each grade level served by SOUL. These grade level requirements are also outlined in the Appendix.

Grade Level	**10th grade**	**11th grade**	**12th grade**
Units needed to enter	50 credits	110 credits	170 credits

Serving All Students

The aim for every student at SOUL is grade level mastery of the State Standards for each subject, which is what all core academic courses at SOUL are aligned to. This allows students to graduate with a high school diploma and be prepared for their next step, whether that is postsecondary enrollment in college, an internship or apprenticeship, or entering the work force.

In alignment with SOUL's aim, the Charter School provides students with excellent teachers. SOUL's teachers are credentialed by the state and regularly access professional development in the pursuit of excellence in teaching. They record weekly, monthly, quarterly, and semester student progress results, and share them with the Principal, counseling staff, and parents. Effective teachers and highly effective instruction are two ingredients that increase the likelihood of student success.

In addition, SOUL closely monitors student academic performance and growth. NWEA MAP results document student progress in reading and math. The MAP pre-test is given within two weeks of a student enrolling in SOUL and the post-test is administered after ninety consecutive school days of a student's enrollment each school year. The data is analyzed and results are reported to all stakeholders. Formative, teacher administered assessments track student progress more frequently. Summative assessments are administered (and if appropriate, evaluated and analyzed) and disseminated by the counseling staff under the direction of the Principal. All state-mandated assessments are administered to students annually. Teachers and administrators analyze and evaluate data and, with teacher and student input, make recommendations for improvement in curriculum and instruction.

School Connectedness & Special Support Services

Beyond academic instruction and assessments, SOUL provides additional resources and support to students to increase their connectedness with SOUL and their education, further increasing the chances of success.

Most students who enroll at SOUL arrive having lacked an effective connection to the traditional high school setting, leaving them unmotivated and at risk of dropping out of high school. 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 successfully overcome.

Learning best occurs when a student's social and emotional dynamics are conducive to learning. Unfortunately, many students come to SOUL unprepared to learn because of circumstances impacting their prior education experiences. With the help of the case managers at SOUL, along with a plethora of prescriptive supportive services, students receive the attention and assistance they need to overcome the barriers that have led to past educational struggles.

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 environment is vital to their personal and academic development. Case managers work closely with 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 as well as additional supportive services through Fresno State's Social Work program. Case managers are

available to every student at SOUL, regardless of which of the three programs the student is enrolled in. A family meeting is held upon enrollment, followed by several individual meetings, so a trusting relationship can be developed.

Due to the typical SOUL student's educational history, meeting with a SOUL case manager is often the first positive interaction parents have had with the educational system, sometimes in years. Case managers are well versed in student needs assessment and appropriate service and resource referrals. Many of these currently available referral based services are offered on, or near SOUL's campus such as:

- Mental health counseling, individualized and in groups, is provided by Integral Community Solutions Institute
- Personal coaching and support provided by Fresno State's Social Work Department interns
- 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

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 students a path to success. 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, art, 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 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 organizes parent meetings focused on strategies and best practices that can be used in addressing a child's lack of engagement in regards to education. Graduation roadmaps are developed for all students and include parent meetings, case management support, academic, personal, and career counseling, and a variety of community service referrals to ensure a prescriptive course of action for each individual is prepared.

SOUL prides itself on developing strong connections with 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 staff and the 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. 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, via 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.

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, many of whom may have at other times felt isolated in the mainstream, and lacked investment in school or their education. 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 attending school every day. It is the support and assistance from SOUL staff that help students ease their life stressors and free their minds to learn. It is then, and only then, that the classroom teachers can most successfully impart the knowledge and expertise of their course content with a level of enthusiasm and high expectations for student success. At that point students demonstrate 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.

In addition to the support described above, SOUL strives to ensure students have the maximum amount of postsecondary options available upon high school graduation, including two- and four-year college enrollment. To this end, each family will receive information on how to complete and submit the Free Application for Federal Student Aid ("FAFSA") or California Dream Act Application annually, each year the student is enrolled. This notification occurs through the annual notice included in the Student and Family Handbook. This notice includes a

link to the relevant websites which provide an overview of the financial aid application process, including key deadlines, eligibility requirements, and resources for assistance. Further, to support students and families with completing and submitting these applications, the counseling department, via the Career Center, will provide one-on-one counseling to students and their families during their senior year.

Student Study Team

SOUL uses a systematic, problem-solving approach to assist students who are not making adequate progress. The Charter 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, parent/guardian(s), 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.

Following the initial SST meeting, the team monitors students' progress for a defined interval and then reconvenes to assess the effectiveness of planned interventions and support. The outcome of the second meeting is driven by the results achieved and could be additional support, a removal of support if the student is back on track, or other next steps which could include a referral for an assessment for eligibility for special education services.

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.

Students Achieving Below Grade Level

As noted, SOUL is a DASS program. The CDE notes that DASS is an "accountability school type for schools that serve high-risk students."[1] Given this, by design SOUL is meant to serve students who are almost all entering the Charter School achieving below grade level. This context is included in some of the DASS factors such as students who are credit deficient, drop outs, or truant.

The fact SOUL is a DASS program means the entirety of SOUL's program is designed to support students achieving below grade level. Thus, the whole of Element A of this Petition can be incorporated under this heading. While the full Educational Program of SOUL is not restated under here for efficiency, more specific information regarding support for students achieving below grade level has been included.

Following enrollment at SOUL, students who are achieving below grade level are identified through assessment results and teacher analysis of grades. In the personalized learning program SOUL also identifies students in need of additional support based on meeting attendance expectations and submitting all assigned work.

Students who are performing below grade level are assigned mandatory supplemental academic enrichment classes (intervention classes) in order to raise academic achievement. Intervention classes are used to bolster skills, mainly in math and reading, as a means of moving students toward achieving at grade level. Students also receive individualized tutoring as needed.

Students Achieving Above Grade Level

There are many opportunities for students to be challenged academically if they show they are performing above grade level. This is typically shown via assessment results and can also be demonstrated with completed coursework and overall grades.

Due to the nature of nonclassroom based learning, students at SOUL in the personalized learning program can complete courses in less than a typical semester or school year. This allows students to earn credits more rapidly than a seat-based program and students can potentially graduate early. High school students can also be eligible to take college classes at local community colleges. Additionally SOUL offers a wide range of elective options for students to select if their schedule allows it.

Beyond the above, Students who are identified as achieving above grade level based on assessment results have the option to participate in special curricular offerings and concurrent enrollment in Fresno City College classes. Students meet with the counseling staff to determine what plan is appropriate to promote continued academic challenges and educational success.

[1] https://www.cde.ca.gov/ta/ac/dass.asp#:~:text=Accountability%20school%20type%20for%20schools%20that%20serve%20high%2Drisk%20students.

Parents are informed of optional programs and classes to further enhance their child's education and abilities.

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 composed 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 IDEA 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 its appropriateness, needed modifications, and the student's continued eligibility.

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

Serving Students with Disabilities

SOUL is compliant with all applicable state and federal laws in providing services to students with disabilities, including Section 504, the ADA, the IDEA, and all other civil rights enforced by the U.S. Department for Education Office of Civil Rights. SOUL functions as a 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. SOUL is a member of the Fresno Unified School District's Special Education Local Plan Area ("SELPA") and complies with all SELPA policies and procedures, and utilizes appropriate SELPA forms. SOUL is solely responsible for its compliance with Section 504 and the ADA. SOUL is responsible for ensuring its campus is accessible for all students with disabilities. Students with disabilities who enroll in SOUL shall be provided services as outlined in the Special Education Memorandum of Understanding ("MOU") with the Fresno Unified School District.

Services for Students under the IDEA

The Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the 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 the dispute resolution process of the SELPA.

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

SOUL acknowledges the importance of cooperating with the 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 MOU between the School of Unlimited Learning and the Fresno Unified School District:

- Special Education Staff assigned by the Fresno Unified School District perform evaluations for students in need of annual, tri-annual and initial assessments.
- SOUL's Guidance Counselor, or other appointed staff, serves as a "designee" between FUSD and SOUL personnel. The designee is current with applicable federal and state laws and stays in close contact with SELPA staff to ensure compliance.
- All Individual Education Programs ("IEPs") are completed on SELPA forms.
- SELPA special education staff and the SOUL designee ensure SOUL teachers and administrators are given adequate notification of IEP meetings.
- The assigned SELPA special education staff inform SOUL's Principal, parents, and students of any IEP meetings. The designee assists as necessary to ensure parents are present at IEP meetings.

- The designee or SOUL registrar informs the assigned SELPA special education staff, or the District, immediately if a special education student disenrolls from SOUL or if a new special education student is enrolling at SOUL.
- The assigned SELPA special education staff inform the SOUL Principal and teachers of any accommodations and IEP requirements for special education students.
- All SOUL staff understand and comply with accommodations and/or modifications 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 SELPA 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 Charter School regardless of a student's district of residence.
- The SELPA school psychologist provides crisis counseling as needed.

Interim and Initial Placements of New Charter School Students

SOUL shall comply with Education Code Section 56325 with regard to students transferring into SOUL within the academic school year, and shall inform the SELPA as soon as possible of a student transferring to SOUL who may or is eligible for special education services.

In accordance with Education Code Section 56325(a)(1), for students who, within the same academic year, enroll in SOUL from another school district within the State, but outside of the SELPA, and who have a current IEP, the SELPA and SOUL shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the SELPA, via the IEP team, shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into SOUL from a District operated program under the SELPA within the same academic year, SOUL and the District shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the IEP team agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to SOUL with an IEP from outside of California during the same academic year, SOUL and the SELPA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the student's parents/guardians, until the SELPA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the SELPA, and develops a new IEP, if appropriate, that is consistent with federal and state law.

The Charter School shall notify a student's district of residence when a SWD transfers out of the Charter School, or otherwise leaves the Charter School. If the student transfers to a District program, SOUL will also notify the SELPA.

SSTs for Students in Special Education

For students in special education, the SST supports the provision of appropriate interventions and accommodations aligned to individual student needs and assists in determining whether additional evaluation or services may be required. The SST process is designed to ensure students receive timely support within the general education setting and that referrals to special education are data-driven and consistent with applicable state and federal requirements. SOUL's SST process is described on page 49 of this petition.

Serving English Learners

Overview

The School of Unlimited Learning meets all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-classification to fluent-English proficient ("RFEP") status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School implements policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. ELs are identified through the Home Language Survey and the English Language Proficiency Assessments for California ("ELPAC"). SOUL has an EL Coordinator who oversees EL program implementation and ELD instruction. As part of SOUL's commitment to supporting language development, all ELs meet with the EL Coordinator for a minimum of 30 minutes each week (and greater minutes as indicated by individual student need) to work on targeted ELD strategies designed to support their academic growth and language proficiency. ELs are redesignated upon meeting the established criteria for reclassification.

Home Language Survey and Designation

The Charter School administers the Home Language Survey ("HLS") upon student enrollment into the Charter School. The HLS is collected from students for whom SOUL is their first public school in California. Upon enrollment, since prior experience in California public schools is not always known, every student is asked to complete a 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 Charter 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.

If a student's collected Home Language Survey indicates 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 to identify initial proficiency levels and determine if language support services are necessary, and if so, the degree of services offered.

English Language Proficiency Assessment

Students who have an established English Learner proficiency level and updated assessments are tested each year using the English Language Proficiency Assessments for California which is the required state test for English language proficiency that must be given to ELs. At SOUL, students also complete the NWEA Reading assessment multiple times a 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.

All ELs will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the Home Language Survey. The locally scored IA will be the official score. The IA is given once to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results. The SA is used to measure how well ELs are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans: K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In grades served by SOUL, which are 9-12, the test is administered in

groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the Home Language Survey and who has not previously been identified as an English Learner by a California public school, or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (currently February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Educational Theory and Approach

SOUL's 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 State Standards, which incorporate 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 both Designated and Integrated ELD to its ELs in each of the three instructional programs offered by the Charter School (personalized learning, hybrid program, and classroom-based program).

Differentiated Instruction for English Learners

All ELs have access to the core curriculum and grade level standards, and are also enrolled in Designated ELD instruction. SOUL's classroom–based program uses an immersion model for English Learners. Teachers identify all ELs 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 ELs and, at the same time, ensures 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. ELD curriculum is incorporated into every subject to increase reading skills. ELD strategies, such as contextualization and front-loading, are used across curriculum and subjects. All teachers display lesson objectives and standards relevant to the lesson. Daily essential questions to lessons, checking for understanding, pair sharing, collaborative work, and the use of technology can be observed in the educational setting. In addition to academic vocabulary reinforcement, teachers use adapted language to assist students in understanding content. Teachers also utilize visual aids to reinforce vocabulary acquisition.

In classes with English Learners, teachers use a variety of strategies to deliver Integrated ELD. These include, but not limited to, frequent modeling, 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 learning environment with several different media (books, magazines, newspapers, audio-tapes, video tapes, and computer software), enabling students to access different learning styles and build connections. SOUL's annual professional development plan includes multiple ELD strategies and plans for successful implementation and incorporation into daily instruction.

Assessments are regularly utilized in all subject areas to monitor English Learners' attainment of literacy skills. Assessments may be formal (e.g. curriculum-embedded) or informal and formative, including checks for understanding, interviews, surveys, and performance assessments. Pre-assessments and ongoing formative assessments provide teachers tools for monitoring the progress of all students, including English Learners.

In 2017, SOUL adopted Listenwise, a listening comprehension platform available to advance literacy and learning. 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. In 2025, to further assist students, SOUL also adopted curriculum through Edge and Read 180.

Professional Development for Supporting English Learners

Teachers at SOUL receive ongoing training in ELD and differentiated instruction. This professional development is focused on equipping teachers with effective strategies to ensure all students, regardless of their English proficiency level, can access and engage with grade-level content. The training emphasizes the use of differentiated instruction tailored to the various ELD levels, promoting equitable learning outcomes for all English Learners. These sessions provide a collaborative space for teachers to refine instructional practices, review student progress, and implement data-driven strategies to better serve ELs.

Reclassification

The goal of the English Language Development program at SOUL is English Language proficiency and demonstration of mastery of grade-level standards. Through ongoing evaluation of formative assessments, such as the ELPAC, students are evaluated for reclassification through the stages of English proficiency. SOUL has adopted a standard for reclassification that includes academic performance on ELPAC, NWEA MAP, and CAASPP, as well as teacher evaluation.

An EL is eligible for reclassification based on the following criteria:

- Must have an overall performance level of 4 on their most recent ELPAC test, or an overall performance level of 3 on the Alternate ELPAC
- Must score 2200 or higher on NWEA Reading test, or an equivalent score on the ELA CAASPP
- Completion of the Teacher recommendation for reclassification
- Parents are notified, and provided that they agree with the recommendation, their signature is obtained

Each English Learner who meets the established reclassification criteria is classified as Redesignated Fluent English Proficient. SOUL continues to track the academic progress of students who are redesignated for four years to ensure they continue to perform satisfactorily in their grade-level coursework without the additional support of the English Learner program.

Monitoring

Each year, administrative staff observe and evaluate teachers throughout the year to ensure appropriate placement and teaching practices targeted to ELs and other special populations. The EL Coordinator audits student files annually to ensure EL program documentation compliance. The audit ensures student files include assessment results, home language surveys, redesignation forms, and any other information pertinent to adequate program placement and compliance.

Additional Information Regarding English Learners

The Initial ELPAC is used to determine whether students are classified as an English Learner or as Initially Fluent English Proficient (“IFEP”). This assessment evaluates students’ abilities in listening, speaking, reading, and writing in English and provides information to guide instruction and inform parents or guardians of their child’s English language proficiency. The Initial ELPAC may be administered individually or in small groups, with the speaking portion administered one-on-one.

SOUL is dedicated to engaging, educating, and empowering all students, including English Learners, to foster English language development and academic achievement as the Charter School desires for every student to be college, workforce, and life-ready.

All English Learners receive ELD instruction until they meet the criteria for reclassification. Based on multiple data points, including Summative ELPAC performance levels, the ELD team (currently consisting of at least the Principal, counselors, and ELD Coordinator) determines the appropriate level of ELD support.

At SOUL, English Learners receive Designated ELD instruction through a Structured English Immersion ("SEI") course or small-group instruction. SEI provides nearly all instruction in English using curriculum and strategies designed to support language acquisition. Instruction is delivered by appropriately credentialed teachers and continues until the student is reclassified as fluent English proficient.

Designated ELD includes purposeful placement by English language proficiency level:

- Levels 1–2: Emerging/Expanding
- Levels 3–4: Expanding/Bridging

ELD instruction emphasizes direct teaching of English language structures within meaningful contexts and extensive oral language practice to promote accuracy and fluency.

English Learners have full and equitable access to the core academic curriculum, including A-G aligned courses, electives, college-preparatory pathways, and accelerated coursework such as that described in the above section for students achieving above grade level. Designated ELD instruction is scheduled to ensure it does not prevent students from participating in required or advanced courses.

SOUL ensures English Learners with disabilities participate meaningfully in the ELPAC and, if required by an IEP, the Alternate ELPAC. Designated supports and accommodations are provided for students with IEPs or 504 Plans in accordance with each plan and CDE guidelines.

Decisions regarding ELPAC participation, designated supports, and accommodations are made by the student's IEP or Section 504 team based on documented individual needs. Supports and accommodations align with those used during classroom instruction and are selected to provide access to the assessment without altering the construct being measured, which is English language proficiency.

Designated supports may include flexible scheduling or setting, additional breaks, assistive devices regularly used during instruction, and read-aloud of directions, as permitted. Accommodations for eligible students may include extended time, alternate response formats, assistive technology, and special formats such as large print or Braille when documented in the IEP or Section 504 Plan.

All supports and accommodations are documented and implemented by trained staff to ensure test security, standardization, and validity. SOUL remains committed to equitable assessment practices that allow ELs with disabilities to demonstrate their English language proficiency accurately.

SOUL's Governing Board has approved the current LCAP, which includes documented goals, actions, services, and expenditures specifically addressing the needs of English Learners. The LCAP demonstrates a clear commitment to English Learner progress through targeted support, professional development, and measurable outcomes aligned to student language development and reclassification rate goals.

SOUL provides written notice to parents of English Learners regarding language acquisition programs, assessment, placement procedures, and parental rights. English Learners are enrolled in an SEI program that includes Designated and Integrated ELD instruction based on student need and current levels of performance. Parents are informed of assessment results, program placement, and their right to request an alternative language acquisition program, if available, in accordance with state and federal requirements.

SOUL ensures instructional coherence through collaboration between classroom teachers, ELD support staff, and instructional leadership. Ongoing data review, including formative assessments, ELPAC results, and classroom evidence, guides instructional decisions, grouping, and pacing for Designated ELD instruction.

By intentionally connecting Integrated and Designated ELD, SOUL ensures Designated ELD is not isolated or remedial, but rather purposefully driven by classroom instruction, supporting English Learners in developing the academic language necessary for success across the curriculum and progress toward reclassification.

SOUL provides daily Designated ELD instruction aligned to the California ELD Standards and informed by students' ELPAC proficiency levels. English Learners receive targeted instruction at the Emerging, Expanding, and Bridging levels, with support and instructional strategies adjusted to address individual language development needs. Student progress is monitored through assessment data and ongoing formative measures to inform instruction and support reclassification.

SOUL uses ELPAC results, reclassification data, the performance of RFEP students, English Learner graduation rates, and analytic reviews to identify instructional and programmatic adjustments needed to support English Learners. Adjustments include differentiated Designated and Integrated ELD instruction, targeted interventions, and expanded language supports for students demonstrating limited progress. Data is reviewed regularly to ensure English Learners overcome language barriers and progress toward English proficiency and academic success within a reasonable timeframe.

SOUL uses multiple measures, including ELPAC results, academic performance, and formative assessments, to determine when English Learners may exit intervention services. Exit decisions are made collaboratively and followed by continued monitoring via Integrated ELD instruction to ensure sustained progress as well as timely support if additional needs arise.

The Charter School differentiates instruction and materials for English Learners by embedding Integrated ELD within all content classes and providing targeted Designated ELD aligned to ELPAC proficiency levels. Instructional strategies include structured academic discourse, scaffolded reading/writing of complex texts, explicit vocabulary and language forms, and adapted materials (tiered readings, models, visuals). Teachers monitor progress using ELPAC and classroom evidence to adjust supports, ensuring ELs access rigorous coursework, meet graduation requirements, and progress toward reclassification.

Personalized Learning Program Attendance Expectations and Requirements

Students cannot learn if they are not actively participating in their own learning. Every SOUL student participating in the non-classroom based program is expected to engage in their classes with the required frequency articulated in their independent study master agreement and attend their scheduled appointments on time and prepared to work with appropriate materials and assignments. Parent conferences are scheduled for students demonstrating attendance challenges and/or truancy. Attendance contracts are used to help students set goals and plan strategies for improvement.

When a student is absent from a scheduled appointment, the teacher calls the student's home during the time of the missed appointment to determine the reason for the absence. Teachers give students an opportunity to reschedule their appointment within the same week. It is considered an absence if a student does not meet with their teacher at least once per week. Every effort is made to encourage students to keep their appointment and complete all assigned work. Students are also able to reschedule their weekly appointment to ensure time with their teacher is preserved.

SOUL currently has a four-step attendance policy. This policy is below and is in the Charter School's 2025-26 Student Parent Handbook.

Step 1: Student fails to attend the scheduled meeting, if not rescheduled, or fails to attend the rescheduled meeting - Teacher puts the student on an Attendance Warning ("Warning") to address their lack of attendance and the parent/guardian is contacted.

Step 2: If the student has an absence following the Warning, then the student is placed on an Attendance Agreement ("Agreement"). Students and parents/guardians are notified.

Step 3: If the student fails to comply with the Agreement they will be referred to the Guidance Dean for a meeting that includes the student and their parent/guardian to address the absences and attendance.

Step 4: If the student has further absences it may be determined it is not in the best interest of the student to continue in personalized learning.

In the above steps an absence refers to a student missing a meeting with their teacher.

Notice to Parents of Student Transferability

Upon enrolling their child in SOUL and each year thereafter, parents are notified during a scheduled orientation of the transferability of SOUL's coursework to other public high schools and SOUL's status for "a-g" approved courses. 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, each student and their parent/guardian receive a parent/student handbook that outlines each of the courses offered at SOUL.

If a student expresses a desire to return to their high school of residence or another educational option, every effort is made to collaborate with the receiving school's counseling staff to ensure a seamless transition for the student. Upon request, a withdrawal form and transcript are provided to the parent and an official copy is sent to the student's new school of attendance. Every effort is made on behalf of SOUL staff to counsel the student and family regarding the option of transferring from SOUL 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 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, unfortunately, drop out of high 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.

Professional Development

Prior to each school year, teachers and staff participate in a professional development intensive series focused on schoolwide goals, WASC Schoolwide Learner Outcomes, LCAP goals, metrics, and actions, as well as a data review, including student achievement, attendance, and outcome results. This professional development time also includes targeted training in literacy, ELD strategies, and best practices for instruction for students with disabilities. For the 2025-26 school year this beginning of the year professional development consisted of five consecutive days for staff.

SOUL also uses professional development time to discuss and make adjustments to programs in ways that respond to the needs and desires of students, parents/guardians, community partners, teachers, and staff.

During the school year SOUL also provides teachers and staff professional development opportunities. This currently consists of multiple full days planned for the 2025-26 school year where staff are on site with no students. Much of this time is spent examining student performance via the most readily available data, identifying what is and is not working, and making instructional adjustments to increase the effectiveness of SOUL's academic program.

Professional development is also provided to the staff through several avenues including, but not limited to, Fresno EOC Human Resources Department, Fresno EOC Information Technology Department, SOUL administrative staff, or contracted professionals.

Charter School Goals, Measurable Outcomes, and Methods of Measurement

For purposes of this renewal, insofar as the law has changed in relation to the Eight State Priorities and law related to the Charter School's goals, measurable outcomes, and methods of measurement, pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's operative annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP, which is included in the Appendix. Each of these goals addresses the unique needs of all students attending the Charter School, including numerically significant student subgroups. The current LCAP is on file with the District and is prominently posted on the Charter School's website.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: "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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." Education Code Section 47605(c)(5)(B)

Local Control and Accountability Plan and Alignment of Outcomes to the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities, as described in Education Code Section 52060(d), that apply for the grade levels served, can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of students attending the Charter School, including numerically significant student subgroups.

The metrics associated with the goals in the LCAP help the Charter School ensure specific subgroups are making satisfactory progress and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on the Charter School's website. A copy of the 2025-26 LCAP is also included in the Appendix.

The current LCAP goals are listed below. These goals are both for all students (schoolwide) and for all significant subgroups:

Goal 1: All students will demonstrate growth towards grade level in Reading and Math.

Goal 2: SOUL will provide engagement opportunities for students and Educational Partners (parents, students, staff, community members, and organizations) and promote a positive school climate to encourage student success.

Goal 3: SOUL students will have access to develop skills and knowledge necessary to be responsible and productive citizens post-graduation.

Metrics are included and used to track progress towards achieving the LCAP goal. In addition to the goals and metrics, the LCAP includes actions that align to the metrics and thus contribute to

achieving the stated goals. The Charter School monitors both the input (action) listed in the LCAP and the output (the result) to evaluate the effectiveness of each action. For students not making sufficient progress, a variety of supports are provided as outlined in Element A of this Petition. All LCAP goals continue to align to the Eight State Priorities as applicable to a school serving students in grades 9-12.

In order to best serve students and the Charter School's community, SOUL will continue to examine and refine the list of student outcomes over time to reflect the Charter School's mission and any changes to state standards that may support this mission.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the Petition through the annual LCAP update. The Charter School shall submit the LCAP to the District and FCSS annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Fresno EOC Board of Commissioners' meeting.

The LCAP shall be maintained by the Charter School and any revisions necessary to implement the LCAP shall not be considered a material revision to the Petition.

ELEMENT C: METHODS OF MEASUREMENT

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." Education Code Section 47605(c)(5)(C).

The following will be used to measure and assess student's progress in meeting the Charter School's goals, as articulated in Element B and in the Charter School's LCAP. A variety of assessments and reports will be analyzed to determine whether students are making satisfactory progress.

Methods of Assessment

A. Mandated Assessments

As required by law, students at the Charter School participate in the CAASPP, California Science Test ("CAST"), ELPAC, the Physical Fitness Test ("PFT"), and all other mandated assessments. The Charter School complies with all State Standards and conducts the pupil assessments required pursuant to Education Code Section 60605, as well as other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

The Charter School affirms the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on the school accountability report card ("SARC").

B. School Accountability Report Card

The annual SARC is developed and made available to parents and the community. This report is approved by the Fresno EOC Board of Commissioners on an annual basis and posted on the Charter School's website.

Summary of Methods of Measurement

The table below summarizes the current methods for measuring pupil outcomes for state priorities, consistent with the way information is reported on the SARC.

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC IA	The ELPAC IA is used to identify students as either an EL, or as fluent in English.	9-12, as prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.
ELPAC SA	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	9-12, every year until reclassified as fluent English proficient	Once a year	The results are used as one criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.
CAASPP	State criterion-based assessment in ELA	11	Spring/Once a year	Measure student proficiency in ELA
CAASPP	State criterion-based assessment in Math	11	Spring/Once a year	Measure student proficiency in Math
CAST	State criterion-based assessment in Science	Once in high school	Spring/Once a year	Measure student proficiency in Science
PFT	State criterion-based assessment in Physical Fitness	9	Spring/Once a year	Students demonstrate levels of health-related fitness

NWEA MAP	Assessment measuring academic growth within each school year in ELA and math	9-12	Multiple times each year (Fall, Winter, Spring)	On average, students will demonstrate one or more years of progress in reading and math for each year of enrollment

Reporting and Use Of Data

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. Reporting will measure and depict actual performance rates compared to goals. Intervention strategies will be implemented to increase student achievement if goals are not met.

Beyond the reporting described above, data is used in a multitude of ways at SOUL, which is also described in Element A of this Petition. Teachers engage in collaborative Professional Learning Communities ("PLC") using their shared expertise as a resource to analyze and disaggregate data. Once data is reviewed, teacher coaching and feedback is provided, including by teachers to each other. The "Plan-Do-Study-Act" continuous improvement cycle is regularly applied to student data results and the relationship of results to instructional strategies utilized. Formative and summative assessments are calendared to ensure prompt availability for PLC use. That data determines what are the best practices for SOUL students to access the curriculum.

ELEMENT D: GOVERNANCE AND PARENTAL INVOLVEMENT

Governing Law: "The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." Education Code Section 47605(c)(5)(D)

The Charter School is and will continue to operate as a directly funded independent charter school and will be operated by Fresno EOC. As Fresno EOC has significant community-related operations that are unrelated to the operation of a charter school, Fresno EOC compiles with Education Code Section 47604.1(e), which addresses procedures and requirements "[t]o the extent a governing body of a charter school or an entity managing a charter school engages in activities that are unrelated to a charter school." As addressed in the Fresno EOC's bylaws, the Fresno EOC Board segregates these operations through a "committee of the whole." As the bylaws state, "The School of Unlimited Learning … Charter School Committee shall be composed of all Board Members. This Committee shall serve as the managing entity of SOUL." In other words, the Charter School Committee is coextensive with the Board itself. The Committee enables the Fresno EOC to effectively segregate its governance of charter matters from non-charter matters, and at all times, the Committee is exercising the full authority of the Fresno EOC Board as the Committee is comprised of Fresno EOC Board members. The Committee identified in the bylaws is distinct from the Governing Council, addressed below, which is an advisory group to the Fresno EOC (acting through the Committee). For the avoidance of doubt, the Fresno EOC is the managing entity of the Charter School responsible for compliance with all applicable laws pertaining to such a managing entity, and the Fresno EOC performs that management through the Committee. All references in this Petition to the Fresno EOC Board of Commissioners as responsible for compliance or action is therefore accurate for the reasons described.

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 ("Board") provides governance for and ultimate oversight of the School of Unlimited Learning.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Appendix includes the current bylaws for the Board ("Bylaws") and the Governing Council. In addition, the Fresno EOC's articles of incorporation are also in the Appendix.

The Board governs in accordance with its adopted Bylaws, which shall be consistent with the terms of this Petition and applicable law. The Board may not revise its Bylaws or other corporate governance documents in a manner that would constitute a material revision to the Petition without first obtaining approval through the material revision process.

Board Responsibilities

The Fresno EOC Board of Commissioners is responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Hire, supervise, evaluate and discipline, up to and including terminate, the Principal.
- Approve all contractual agreements in accordance with the current fiscal policies of the Charter School, which may be updated from time to time.
- Approve and monitor the implementation of all Board policies.
- Approve and monitor the Charter School's annual budget and budget revisions.
- Act as a fiscal agent.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Approve the schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Participate in the expulsion process when necessary.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which charter schools are established.

All acts or decisions of the Board are by majority vote based upon the presence of a quorum. A majority of the voting members of the Board then in office shall constitute a quorum. Should there be less than a quorum of the members of the Board present at any meeting, the meeting shall be adjourned.

The Board receives professional development for the purposes of training individual board members on their responsibilities with topics to include at minimum ethics, conflicts of interest, and the Brown Act. This professional development takes place annually or as frequently as is required by law. The Board shall specifically comply with the requirements of AB 2158 to receive two hours of qualifying training on ethics topics and other topics indicated by law and guidance of the Attorney General and the Fair Political Practices commission; such two hours of training shall be completed by Board members by January 1, 2026 and at least once every two-years thereafter.

Pursuant to Education Code Section 47604(c), the District Board has the right to appoint one representative to the Board. This representative shall serve at the discretion of the

District Board and not be subject to the appointment procedures or term limits of the Bylaws applicable to other Board members. For the avoidance of doubt, such District-appointed representative shall otherwise be subject to compliance with all applicable California laws and standards applicable to charter school board members, e.g., Brown Act requirements, the Political Reform Act, the provisions of the Corporations Code applicable to nonprofit public benefit corporations.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Governing Council

The Governing Council ("Council"), is an advisory council which regularly reviews all Charter School operational, programmatic, and fiscal matters. The Council makes recommendations while the Fresno EOC Board of Commissioners retains the authority for final approval. The Council is currently comprised of representatives from the following interest groups and organizations:

- Parents, students, and staff from 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 the District, FCSS, 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 interest in student success.

The 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 provisions and limitations of Education Code Section 47604.1(d) regarding employees who serve on a charter school governing body shall at all times apply with full force and effect to employees of FEOC and/or SOUL.

Compliance with Applicable Laws Regarding Transparency and Conflicts of Interest

All meetings of both the Council and the Board are conducted in accordance with and pursuant to the Ralph M. Brown Act, Education Code Section 47604.1, and other applicable open meeting laws.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and the Charter School complies with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Further, since it is responsible for the entire Fresno EOC organization, the Board has instituted several policies ensuring the prevention of fraud, embezzlement, and conflict of interest. The Board has adopted a conflict of interest policy. In addition, Fresno EOC's accounting policy implements and monitors internal controls through a combination of segregation of duties, physical security protocols, authorization hierarchies, and ethical codes. These measures prevent, or significantly reduce the likelihood of fraud or embezzlement by ensuring no single individual has sole control over financial transactions.

The Principal

The Principal, who also acts as SOUL's Chief Academic Officer, is the leader of the Charter School and reports directly to the Board. The Principal is responsible for the orderly operation of the Charter School and the supervision of all employees of the Charter School.

The Principal is assigned to perform assigned tasks directed from the Board and is required to undertake some or all of the tasks detailed below, per the position's current job description. These tasks may include but are not limited to the following:

Leadership and Vision

- Ensure academic excellence and promote the mission and vision of SOUL.
- Provide strategic leadership in curriculum development, staff development, and student achievement.
- Provide instructional leadership and foster a culture of high expectations for both students and staff.
- Lead and manage the daily operations of classroom-based, non-classroom-based independent study programs, and hybrid programs, ensuring high-quality academic instruction.
- Oversee the development and implementation of policies, procedures, and the pursuit of academic goals.

Curriculum and Instruction

- Ensure curricula for both classroom-based and independent study programs meet State Standards and cater to students' individual learning styles and needs.
- Lead ongoing review and refinement of instructional practices to support student engagement and achievement.
- Develop innovative strategies to address diverse student needs, including intervention and support for struggling learners and accelerated programs for advanced students.
- Foster an inclusive, innovative learning environment that meets the needs of diverse learners, families and staff.

Staff Management and Development

- Supervise assigned staff, recruitment, performance management and other personnel processes.
- Recruit, mentor, and evaluate highly qualified teachers and support staff.
- Design and implement professional development programs that align with instructional goals and staff needs.
- Support staff's professional growth by fostering a collaborative and supportive professional learning community among faculty and staff which includes training, mentoring, and career advancement.

Student Achievement and Assessment

- Analyze student performance data and use it to guide instructional decisions and school enhancements.
- Oversee the implementation of assessment and accountability systems, ensuring compliance with state testing and other evaluation metrics.
- Develop individualized support plans for students in need of additional academic support or enrichment opportunities.

Student and Family Engagement

- Promote strong relationships between SOUL, families, and the community.
- Engage parents/guardians in the educational process through regular communication of policies, achievements, and involvement opportunities.
- Ensure all students, regardless of background, have access to educational resources and opportunities to succeed, including guidance, mental health and counseling services.

Compliance and Reporting

- Ensure adherence to the Petition, District, and state policies and regulations.

- Prepare and accurately submit all necessary compliance reports (renewals, LCAP, etc), including those related to attendance, academic performance, and budgeting in a timely fashion.
- Oversee the accreditation process and ensure ongoing compliance with accrediting bodies.

Operations and Financial Oversight

- Ensure compliance with applicable regulations and requirements.
- Collaborate with the SOUL's Governing Council, the Board, and administrative team to manage budgets and allocate resources effectively.
- Oversee SOUL's operational processes, including scheduling, staffing, and facilities management.
- Ensure fiscal accountability and responsible financial management of resources.

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. Beyond the opportunities described above for parental involvement in the Council, parents/guardians are encouraged to participate in the education of their child through a variety of avenues. While encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

In accordance with Federal Title 1 requirements, the School of Unlimited Learning has developed a written Parent Involvement Policy ("PIP"), which describes how SOUL involves parents to improve student academic achievement and the Charter School's performance. The PIP includes a variety of ways parents can become actively involved in their child's educational experience at SOUL. The PIP is designed to help build the Charter 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 PIP and uses the findings of the evaluation, including feedback from parents and guardians, to design more effective opportunities for parental involvement to increase student academic success.

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

Parent Involvement Opportunities

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 Governing Council.

SOUL Parent Advisory Meetings

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

English Learner Advisory Committee

SOUL makes a concentrated effort to maximize parent involvement and participation for parents of ELs. A Bilingual Advisory Committee was originally established, and it has now become the English Language Advisory Committee ("ELAC"). The ELAC is meant to further engage parents of English Learners. This group has active input along with all parents, staff, students, and the community stakeholders, into SOUL's annual LCAP.

Parent 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.

Parent 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, electronic communication platforms (e.g. websites, social media), and/or personal visits. Communication between the Charter 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.

Volunteering

Parents can help the Charter 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. Regarding parent volunteers, SOUL is clear that, in accordance with Education Code Sections 49011 and

47605(e)(2)(B)(iv), the Charter School shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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 they are enrolled in the Charter School.
- Understand and support the distinctive nature of the Charter School, including any independent study master agreement, and agree to adhere to the Charter School's policies and procedures.
- Receive and read a Parent/Student/Teacher handbook that includes SOUL's policies and procedures, as well as graduation requirements and courses offered.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: "The qualifications to be met by individuals to be employed by the charter school." Education Code Section 47605(c)(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 Petition 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, as well as any School of Unlimited Learning administrative policies and procedures adopted by the Charter School's Governing Council and the Fresno EOC Board of Commissioners. Fresno EOC is non-sectarian in its hiring and employment practices.

Assurances

The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Fresno EOC and the Charter School. All employees must comply with the Charter School's employee policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and tuberculosis ("TB") screening).

The Charter School will comply with all applicable requirements of AB 2534 with regard to inquiries and due diligence regarding candidates with respect to prior egregious misconduct.

SOUL is committed to providing a safe, healthy, and accessible learning environment for all students, staff, and visitors. To ensure compliance with applicable laws and regulations, SOUL has adopted and implemented comprehensive health and safety policies consistent with Education Code and applicable requirements. These policies include procedures for employee background checks through the Department of Justice and tuberculosis testing for staff. Currently, all employees are required to be first aid and CPR trained. Regular screenings for vision and hearing are conducted in accordance with state guidelines. Emergency preparedness measures, including fire, earthquake, and lockdown drills, will be scheduled and documented to safeguard the community. Please see Element 6 of this Petition for a more detailed description of the health and safety procedures at SOUL.

The Principal, hired by Fresno EOC, performs day-to-day management of the Charter School.

Current qualifications for key positions at SOUL are outlined in specific job descriptions and overseen by Fresno EOC Human Resources Department. Qualifications for specific positions are also included below and may be changed from time to time as deemed appropriate by Fresno EOC and any applicable legal requirements.

Administrators:

- ***Chief Academic Officer/Principal***
    - EDUCATION:
        - Master's degree or higher in Educational Leadership, Education Administration, or a related field (Doctorate preferred).
        - Valid California Administrative Services Credential (preferred).
    - EXPERIENCE:
        - At least 5 years of successful experience in educational leadership, preferably in a charter or alternative high school education setting, working with a diverse group of students.
    - OTHER QUALIFICATIONS:
        - Proven experience in curriculum development and assessment, with a focus on both traditional classroom settings and independent study models.
        - Strong knowledge of California charter school laws and compliance requirements.
        - Previous experience in the development of a Local Control Accountability Plan.
        - Demonstrated ability to inspire, lead, and manage a diverse team of educators and staff.
        - Possess experience in development of annual school accountability report cards.
        - Experience in the preparation and implementation of annual Consolidated Application.
        - Knowledge of the California Longitudinal Pupil Achievement Data System and the Special Education Information System.
        - Significant knowledge of California Assessment of Student Performance and Progress and NWEA's Measures of Academic Progress.
        - Previous experience with the Western Association of Schools and Colleges accreditation process.
        - Previous experience in the preparation for internal and external audits.
        - Previous experience in the development of career education courses.
        - Previous experience in the development and implementation of an annual professional staff development plan.

        - Possess a general understanding of an electronic purchasing requisition process.
        - Knowledge of principles and practices of school administration, and supervision of staff evaluations and training.
        - Proficient in Microsoft Office Suite and related business software.
        - Excellent communication, interpersonal, and organizational skills.
        - Commitment to educational equity and the academic success of all students.
        - Ability to balance strategic thinking with hands-on operational leadership.
        - Strong problem-solving skills and the ability to adapt to evolving educational challenges.
        - Passion for fostering a positive and inclusive school culture that prioritizes student well-being and achievement.
        - Willing to work non-traditional hours and days to meet the needs of this position.
        - Maintain a valid California driver's license, reliable transportation, adequate auto insurance as required by State law, and insurability by agency carrier for those driving agency vehicles.
        - Pass required background investigation, acceptable criminal record statement, Department of Justice fingerprint clearance, and child abuse index clearance.

- ***Vice-Principal***

    - EDUCATION:
        - Bachelor's Degree in a related field.
        - Master's Degree in a related field (preferred).
        - Valid California Administrative Services Credential (preferred).

    - EXPERIENCE:
        - Minimum of (3) three years of teaching experience.
        - Minimum of (3) three years of direct staff supervision.

    - OTHER QUALIFICATIONS:
        - Possess an understanding of and experience with K-12 school funding sources.
        - Possess previous experience in the development of a local control accountability plan.
        - Possess experience in development of annual school accountability report cards.
        - Experience in the preparation and implementation of annual Consolidated Application
        - Significant knowledge of California Assessment of Student Performance and Progress and NWEA's Measures of Academic Progress.

        - Previous experience with the Western Association of Schools and Colleges accreditation process.
        - Previous experience in the preparation for internal and external audits.
        - Previous experience in the development of career education courses.
        - Previous experience in the development and implementation of an annual professional staff development plan.
        - Possess a general understanding of an electronic purchasing requisition process.
        - Knowledge of principles and practices of school administration, and supervision of staff evaluations and training.
        - Proficient in Microsoft Office Suite and related business software.
        - Effective presentation, written and verbal communication skills.
        - Effective interpersonal skills using tact, patience and courtesy.
        - Knowledge of comprehensive organization, activities, goals and objectives on operations of high schools.
        - Knowledge of charter school law, administration, and applicable sections of the State Education Code and other applicable laws.
        - Willing to work non-traditional hours and days to meet the needs of this position.
        - Maintain a valid California driver's license, reliable transportation, adequate auto insurance as required by State law, and insurability by agency carrier for those driving agency vehicles.
        - Pass required background investigation including medical examination and TB clearance, acceptable criminal record statement, Department of Justice fingerprint clearance, and child abuse index clearance.

Counselors:

- ***Guidance Coordinator***

    - EDUCATION:
        - Bachelor's degree and valid teaching credential through the California Commission for Teacher Credentialing required.
        - Master's Degree in school counseling, social work or a counseling related field (preferred).
        - Pupil Personnel Services (PPS) Credential (preferred).

    - EXPERIENCE:
        - Minimum of three (3) years of related experience in a school setting required.
        - Minimum of two (2) years of direct staff supervision required.

    - OTHER QUALIFICATIONS:
        - Ability to coordinate student outreach activities.

        - Knowledge of current academic guidance plans and policies.
        - Ability to administer, interpret, and analyze a variety of student assessments.
        - Knowledge of counseling methods.
        - Ability to maintain and establish cooperative working relationships with others.
        - Ability to identify needs of students and referral sources.
        - Knowledge of teaching/classroom environment practices.
        - Ability to collaborate and work effectively with several agencies and maintain case notes and proper documentation.
        - Proficient in Microsoft Office Suite and related business software.
        - Effective presentation, written and verbal communication skills.
        - Willing to work non-traditional hours and days to meet the needs of this position.
        - Maintain a valid California driver's license, reliable transportation, adequate auto insurance as required by State law, and insurability by agency carrier for those driving agency vehicles.
        - Pass required background investigation including medical examination and TB clearance, acceptable criminal record statement, Department of Justice fingerprint clearance, and child abuse index clearance.

- ***Guidance Dean***

    - EDUCATION:
        - Master's Degree in Education, Social Work, Counseling, or related field required.
        - California Administrative Services or or Pupil Personal Services or out of state equivalent credential (preferred).

    - EXPERIENCE:
        - Minimum two (2) years of experience in providing counseling to adolescents and/or working with children and families.

    - OTHER QUALIFICATIONS:
        - Knowledge of adolescent development and experience with challenges of teenagers living in under-resourced communities.
        - Familiarity with a variety of counseling concepts and techniques.
        - Demonstrated work experience in a school setting (preferred).
        - Familiarity and ability to work with youth/families of all cultural, ethnic, religious, and socioeconomic backgrounds.
        - Proficient in Microsoft Office Suite and related business software.
        - Effective presentation, written and verbal communication skills.
        - Willing to work non-traditional hours and days to meet the needs of this position.

        - Maintain valid California drivers license and the minimum auto insurance as required by state law, or reliable transportation and insurability by agency carrier for those driving agency vehicles.
        - Pass required background investigation including medical examination and TB clearance, acceptable criminal record statement, Department of Justice fingerprint clearance, and child abuse index clearance.

- ***College & Career Advisor***

    - EDUCATION:
        - Bachelor's Degree in Liberal Arts or Social Science field such as Social Work, Psychology, Criminology, and Counseling (preferred).

    - EXPERIENCE:
        - Minimum of three years' work experience facilitating career and related workshops for at-risk youth.

    - OTHER QUALIFICATIONS:
        - Proficient in Microsoft Office Suite and related business software.
        - Effective presentation, written and verbal communication skills.
        - Willing to work non-traditional hours and days to meet the needs of this position.
        - Ability to coordinate and supervise youth and maintain a cooperative working relationship in a school setting.
        - Ability to collaborate effectively with several agencies.
        - Bilingual in English and Spanish based on the needs of the program and clients (preferred).
        - Maintain valid California drivers license and the minimum auto insurance as required by state law, or reliable transportation and insurability by agency carrier for those driving agency vehicles.
        - Pass required background investigation including medical examination and TB clearance, acceptable criminal record statement, Department of Justice fingerprint clearance, and child abuse index clearance.

- ***Senior Accountant***

    - EDUCATION:
        - Bachelor's degree in accounting, finance, or a related field is required, specifically from an accredited/recognized college or university.

    - EXPERIENCE:
        - Minimum of six (6) years of relevant experience required.

- OTHER QUALIFICATIONS:
  - Professional certification, in good standing (such as Certified Payroll Professional or CPA) (preferred).
  - Knowledge of financial and accounting principles and practices (with preference in grant reporting and related governmental regulations) and procedures.
  - Proficient in Microsoft Office and modern accounting systems and applications, web-based software, and data entry experience in the accounting environment.
  - Written and verbal communication skills are articulate and appropriately persuasive.
  - Organizes, manages and prioritizes work to ensure established deadlines are consistently met.
  - Strong analytical skills.
  - Willing to work non-traditional hours and days to meet the needs of this position.
  - Maintain valid California drivers license and the minimum auto insurance as required by state law, or reliable transportation and insurability by agency carrier for those driving agency vehicles.

- ***Human Resources Manager***

  - EDUCATION:
    - Bachelor's Degree with major courses in human resources, business administration, public administration, or related field of study required.
      - Additional relevant work experience may substitute required education on a year-by-year basis.
    - Professional in Human Resources ("PHR") or Society for Human Resource Management ("SHRM") certification (preferred).
    - PHR-CA, SHRM California Law Credential, function-specific certifications/credentials such as Workplace Investigation, CEBS, OSHA30 (preferred).

  - EXPERIENCE:
    - Four (4) years of progressively responsible professional human resources management or generalist experience required.
    - Two (2) years' supervision in a human resources capacity required, (four (4) years preferred).

  - OTHER QUALIFICATIONS:
    - Experience in ADP Workforce Now (preferred).
    - Knowledge of and ability to interpret and apply Federal and State employment laws as they pertain to Human Resources administration.

        - Excellent interpersonal and communication skills that contribute to a respectful and collaborative work environment.
        - Proven ability to develop and manage community partnerships and professional relationships.
        - Excellent problem solving, time management, analysis, design, project management and facilitation skills in a team-oriented work environment.
        - Strong business acumen. Ability to leverage available technology to its full capacity.
        - Ability to provide critical evaluation of processes and provide solutions that increase efficiency.
        - Proficient in Microsoft Office Suite and related business software.
        - Effective presentation, written and verbal communication skills.
        - Willing to work non-traditional hours and days to meet the needs of this position.
        - Maintain a valid California driver's license, reliable transportation, adequate auto insurance as required by State law, and insurability by agency carrier for those driving agency vehicles.

- ***Teacher Qualifications***

Pursuant to Education Code Section 47605(l)(1), teachers at the Charter School will be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained by the Charter School. The Board may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district.

The Charter School will retain or employ teaching staff who hold appropriate CTC teaching certificates, permits, or other documents and have experience commensurate with the applicable job specification. The Charter School will require each teacher to have the Crosscultural, Language and Academic Development ("CLAD") qualifications, or similar, required by the CTC as part of their credential. Special Education teachers will be required to hold compliant credentials in Special Education.

    - EDUCATION:
        - Bachelor's degree and valid teaching credential through the CTC in required subject area (i.e. Math, Science, English or Social Science).

    - EXPERIENCE:
        - Working with or teaching at-risk youth (highly preferred).

- OTHER QUALIFICATIONS:
  - Experience and/or education demonstrating the ability to:
    - work effectively with multi-cultural/diverse groups;
    - establish and maintain positive relationships with students;
    - possess knowledge of different teaching methods and styles;
    - provide specialized and individualized instruction, and;
    - teach subjects within credential parameters.
  - Demonstrated knowledge of and the ability to utilize computers and technology in an instructional environment.
  - Effective presentation, written and verbal communication skills.
  - Proficiency in Microsoft Office Suite and related business software.
  - Maintain valid California drivers license and the minimum auto insurance as required by state law, or reliable transportation and insurability by agency carrier for those driving agency vehicles.
  - Pass required background investigation including medical examination and TB clearance, acceptable criminal record statement, Department of Justice fingerprint clearance, and child abuse index clearance.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Governing Law: "The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan."
Education Code Section 47605(c)(5)(F)

In order to provide safety for all students and staff, SOUL has adopted and implemented health and safety policies as well as risk management procedures at the Charter School in consultation with its insurance carriers and risk management experts. Current SOUL health and safety policies are *available upon request.* The following is a non-exhaustive summary of the health and safety policies of SOUL. Part of the supportive environment created for students at SOUL includes identifying early warning signs of distress so appropriate interventions may be implemented.

SOUL ensures all staff members receive annual training, or training as often as legally required, on the Charter School's health, safety, and emergency procedures.

Procedures for Background Checks

Employees and contractors of SOUL will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. SOUL will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. All applicants for employment must submit two (2) sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SOUL shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony, except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers or contractors who will have direct contact with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to contact with students without the direct supervision of a credentialed employee.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

SOUL is committed to providing an environment free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or

regulation. SOUL has adopted comprehensive policies to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with SOUL's anti-discrimination and anti-harassment policies. All supervisors are required to participate in regular training detailing their legal responsibilities.

A copy of these policies shall be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Role of Staff as Mandated Child Abuse Reporters

All SOUL employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. SOUL provides all employees, and other persons working on behalf of SOUL who are mandated reporters, with annual mandated reporter training, in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and, if necessary, examined for tuberculosis prior to commencing employment and working with students and for employees at least once each four (4) years thereafter, as required by Education Code Section 49406.

Health Screenings

All students are screened for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school pursuant to Education Code Section 49450 *et seq*., as applicable to the grade levels served by the Charter School. SOUL maintains student immunization, health examination, and health screening records.

Medication in School

SOUL adheres to Education Code Section 49423 regarding the administration of medication in school. SOUL stocks and maintains the required number and type of emergency epinephrine auto-injectors onsite and provides training to employees and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414.

Per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All entering students must be immunized with a pertussis (whooping cough) vaccine booster.

Employee Records

The Charter School complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

Bloodborne Pathogens

SOUL meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written "Exposure Control Plan" designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other body fluids through injury or accident, students and staff follow the latest protocol for disinfecting procedures.

Suicide Prevention Policy

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. SOUL shall review, at minimum every fifth year, its policy on student suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service

period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Drug, Alcohol, and Smoke-Free Environment

SOUL functions as a drug, alcohol, and smoke-free environment.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9-12 of human trafficking prevention resources.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education at least once in high school to students in grades 9-12, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

SOUL created and posted a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster is displayed in English and the primary language(s) spoken by fifteen percent (15%) or more of students enrolled at the school site. The poster is prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster is also digitized and appropriately distributed online to students and families through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SOUL shall notify students and parents/guardians at least twice each school year how to initiate access to available student mental health services on campus or in the community in the manner required by Education Code Section 49428.

Menstrual Products

The Charter School will stock the restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. SOUL shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to Education Code Section 35292.6. This notice shall include the text of section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

School Safety Plan

The Charter School has adopted a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include the identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a school bus serving the Charter School
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. procedures specifically designed to notify parents and guardians of pupils, teachers,

administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite

o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose
    - If the Charter School chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, it shall comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

The Charter School has developed an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

The Charter School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the Charter School Safety Plan shall address and include adaptations for students with disabilities in compliance with ADA requirements. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the Charter School Safety Plan to be modified accordingly.

The above description of the School Safety Plan includes all updated requirements as of the submission of this Petition. SOUL shall comply with all above requirements and shall comply with any additional requirements that arise during the duration of its new charter term.

Facility Safety

SOUL complies with Education Code Section 47610 by either utilizing facilities compliant with the Field Act or facilities compliant with the California Building Standards Code. SOUL holds fire inspections to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times. SOUL shall conduct fire drills as required under Education Code Sections 32001. Further, SOUL ensures that its facilities are ADA compliant.

Asbestos Management

SOUL occupies facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40 CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Homicide Threats

SOUL shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and members of the Board who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

Each school year at the beginning of the first semester, SOUL shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one (1) hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

In accordance with Education Code Section 49062.5, upon receipt of government issued documentation of a change of name or gender or, if such documentation is not available, upon request in accordance with the procedure in Education Code 49070, the Charter School shall update and reissue a former student's records to include the student's updated legal name or gender.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose

any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including, but not limited to, providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, the Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation, it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

The Charter School shall comply with all applicable legal requirements related to student transportation, including providing transportation as required by the IDEA and/or the McKinney-Vento Homeless Assistance Act. As required, the Charter School shall create a transportation safety plan in accordance with all applicable legal requirements prior to transporting pupils (and revise the plan as required) containing procedures for school personnel to follow to ensure the safe transport of pupils.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at its school site if it has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Protection of Students' Immigration Status, Citizenship, and Religious Beliefs

The Charter School shall adopt a policy and fulfill the other requirements of Education Code Section 234.7 concerning pupil protections relating to immigration and citizenship status or religious beliefs. The Charter School shall post on its website in a prominent location readily accessible to parents and guardians, all the policies and information as specified in Education Code Section 234.6.

Student Expression

The Charter School shall provide students the right to exercise freedom of speech and of the press including, but not limited to: the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. SOUL shall adopt rules and regulations in the form of a written publications code that must include reasonable provisions for the time, place, and manner of conducting such activities, in compliance with Education Code Section 48907.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess then, pursuant to Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

Access to Instructional Materials

The Charter School shall comply with the requirements of Education Code Section 243 regarding the use of textbooks, instructional materials, supplemental instructional materials, or other curriculum for classroom instruction or books or resources in a school library.

Seizure Safe Schools Act

SOUL shall comply with the requirements of the Seizure Safe Schools Act. (Education Code Section 49468 et seq.)

School Starts Times

The Charter School shall comply with all applicable legal requirements governing school start times.

ELEMENT G: STUDENT POPULATION BALANCE

Governing Law: "The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." Education Code Section 47605(c)(5)(G)

The School of Unlimited Learning continues to strive to maintain a balance among its pupils that is reflective of the general population within the city of Fresno. This balance includes racial and ethnic groups, special education pupils, and English Learners, including pupils redesignated as fluent English proficient. Shown below are the most recently available enrollment and demographic data for the 2024-25 school year. As displayed in the following table, SOUL enrolls a student body generally reflective of the population of the District and there is significant overrepresentation of several traditionally underserved student groups at SOUL, including socioeconomically disadvantaged students, foster youth, and homeless youth.

2024-25 Enrollment Demographics

2024-25 Enrollment Demographics: SOUL, District, County, State				
	SOUL	FUSD	County	State
African American	7%	7.5%	4.5%	4.9%
Asian	0.5%	10.6%	10%	10.1%
Hispanic/Latino	86.4%	69.6%	66.2%	56.1%
White	2.5%	7.6%	14.2%	20%
2 or More Races	3.5%	3.2%	2.9%	4.8%
English Learner*	12.6%	18.8%	16.8%	17.4%
Reclassified Fluent English Proficient	8%	13.3%	14.5%	15.7%
Foster Youth	3%	0.8%	0.6%	0.5%
Homeless Youth	13.6%	0.8%	1.1%	4%
Students with Disabilities	12.6%	14.7%	12.4%	14.2%
Socioeconomically Disadvantaged	94.5%	85.9%	75.7%	63.6%

Community Outreach for Student Recruitment

SOUL is committed to ensuring all students within the community are informed about the opportunity to enroll and are provided with equitable access to the admissions process.

Outreach will be comprehensive, inclusive, and culturally responsive, designed to reach families across diverse backgrounds and circumstances.

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 Street Outreach, as well as the Women, Infants, and Children program.

On a regular basis, SOUL provides updated information to other high schools regarding enrollment and admission. Over the past several years, SOUL has created close working relationships with such agencies as Fresno County Probation, and the Juvenile Justice System, as well as with a variety of foster care facilities from which SOUL receives numerous referrals. In addition, SOUL is invited on occasion to describe its educational programs and services on local radio and television, including Spanish speaking stations. Flyers describing SOUL's programs and services are made available in Spanish and make it clear all students are welcome at SOUL.

Information about the Charter School and its enrollment process is also disseminated through multiple channels to maximize accessibility. These include SOUL's website, social media platforms, radio announcements, and community bulletin boards. Printed materials will be distributed to neighborhood schools, libraries, community centers, and partner organizations. All materials will be available in English and Spanish, with additional languages provided upon request to meet the needs of families in the community.

SOUL will host informational meetings and open houses at varied times, including evenings and weekends, to accommodate working families. Sessions will be held both on campus and at community locations to ensure convenience and accessibility. Interpretation services and translated materials will be provided, and bilingual staff will be available to assist families throughout the process.

At least annually, following the completion of its open enrollment period and a required public random drawing, SOUL shall audit, assess, and review the results of its outreach and student recruitment in order to determine the effectiveness of its efforts to achieve the desired pupil balance aligned with the general population within the city of Fresno. SOUL will modify its approach, including recruitment and outreach efforts as necessary.

Element H: ADMISSION POLICIES AND PROCEDURES

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." Education Code Section 47605(c)(5)(H)

Legal Assurances

The Charter School will be non-sectarian in its programs, admission policies, and all other operations and will not charge tuition. The Charter School will admit all students residing in Fresno County or one of its contiguous counties (Madera, Merced, San Benito, Monterey, Inyo, Tulare, Kings) who wish to attend the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Admission eligibility will not be determined by the place of residence of a student or the residence of the student's parent/guardian within the state, except in the case of a public random drawing, unless required by Education Code Section 51747.3. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, admission to the Charter School, except for existing students, shall be determined by public random drawing in accordance with the admission preferences specified below.

There shall be no admission testing or other evaluation required of any applicant. The Charter School shall not charge an application fee, nor shall it charge tuition. The Charter School will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), SOUL shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, ELs, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason,

including, but not limited to the academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School's website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School may request, at the time of, and as part of conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Petition.

The Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other related record or information prior to admission or enrollment, participation in any admission or attendance lottery, or pre-enrollment process, or as a condition of admission or enrollment.

Homeless and Foster Youth

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings that notifies parents that the Charter School is open to enroll and provide services for all students. The Charter School shall comply with all applicable provisions of Education Code Sections 48850 – 48859.

Migrant Youth

The Charter School affirms it will comply with all applicable obligations related to serving migratory children and newcomer pupils including, but not limited to, as articulated in AB 2121 and Education Code Sections 51225.1 and 51225.2, including, but not limited to, with respect to admission, enrollment, supports, and graduation requirements.

Enrollment

Students are able to apply to SOUL year round. As described in Element G of this Petition, recruitment is conducted via a variety of methods, including a combination of strategies that include, but are not limited to: social media posts, television interviews, radio interviews, signage, flyers, home visits, and word of mouth. Multiple languages are used as often as feasible in the recruiting process.

The School of Unlimited Learning has an open enrollment policy. Students are able to enter at any time during the school year, pending space availability. Subject to space being available at

the time of application, students are enrolled once a completed application is received along with additional required enrollment materials, listed below. These additional, required enrollment materials are only requested after a student is admitted to SOUL.

After being offered admission, students and families **are required to** complete an enrollment packet[2], which includes the following information:

- Proof of age
- Proof of Residency
- Proof of Immunization
- Home Language Surveys (required for students for whom SOUL is their first public school in California)
- Free and Reduced Price Meal Application
- Housing Questionnaire
- Completion of Emergency Medical Information
- Execution of a Master Agreement

Public Random Drawing

While not anticipated due to the student population served by SOUL, and the trends for students to enroll during the school year, it is possible more applications could be received than there are spaces available. Should this occur, SOUL will utilize a public random drawing ("lottery"), described below, to determine admission as well as place students on a wait list.

Applications for the upcoming school year are accepted for new students during an open enrollment period. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than capacity. In the event this happens, the Charter School will hold a public random drawing ("lottery") to determine enrollment for the impacted grade levels. Existing students enrolled at SOUL are exempt from the public random lottery.

Admission preferences in the case of a public random drawing shall be in the following order:

1. District residents
2. All other eligible applicants

Applicants must reside in Fresno County or a contiguous county to be eligible for SOUL's personalized learning program, a Non-Classroom-Based program.

In the event a lottery is necessary, the lottery will be held in a public setting. Public notice for the lottery will be distributed to families who have submitted applications and will be posted at the

[2] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Charter School and on the Charter School's website. Additionally, the date, time, and location of the lottery will be stated in the application and marketing materials. The lottery will take place at the Charter School. The lottery will be held after school hours or in the evening. There is no requirement to attend the lottery to be accepted.

The lottery will be conducted by the Principal, or by their designee. Representatives from FUSD may attend the public random drawing, as may any member of the public, to observe the fairness and transparency of the lottery process.

Lottery spaces are drawn in order of grade level by the designated lottery official. Grade levels are drawn in ascending order, starting with the lowest applicable grade level. Once a grade level is drawn to capacity, applications continue to be drawn for positions on a waitlist.

There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled.

Parents are informed of lottery results in writing following the lottery. Each student offered admission is required to complete an enrollment packet in a timely manner. Failure to submit the packet may result in the student being placed on the waitlist if capacity is reached.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are put on a wait list according to their draw in the lottery. This wait list allows students the option of enrollment in the case of an opening during the school year.

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: "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(c)(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.

The Board will select an independent auditor. Fresno EOC conducts, at its own expense, an annual audit of the financial and programmatic operations of SOUL. 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, and are approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

A copy of the audit report, including an audit report on the distinct fiscal operations of the Charter School, is submitted to the District, the County Superintendent of Schools, the State Controller, and to the CDE on or before December 15th of each year, or by the required due date.

SOUL and Fresno EOC review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. SOUL submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

Regarding audit timelines, Fresno EOC's current policy mandates all audits be presented to the Board, which strictly monitors subrecipient findings. Fresno EOC policy is to adhere to 2 CFR Part 200 (Uniform Guidance), which binds the Fresno EOC to the federal standard of submitting a corrective action plan within 30 days of receiving an audit report.

The annual independent financial audit of SOUL is a public record to be provided to the public upon request.

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: "The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."

Education Code Section 47605(c)(5)(J)

Pupil Suspension and Expulsion Policy

In adopting SOUL's Suspension and Expulsion Policy ("Policy") for the 2026-27 school year and beyond, the Charter School has reviewed *Education Code Section 48900 et seq.* which describes the offenses for which pupils at non charter public schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish the Charter School's list of offenses and procedures for suspensions and expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* and the Policy protects the due process rights of pupils during the suspension and expulsion process, and, as applicable, the legal rights of students with disabilities under the IDEA and Section 504.

This Policy has been established in order to promote learning and protect the safety and well-being of all pupils at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a pupil from coming onto the Charter School's campus or attending synchronous classes virtually.

This Policy shall serve as SOUL's policy and procedures for student suspension and expulsion.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all pupils. This Policy is included as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any pupil. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a pupil. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, pupils, staff or other persons or to prevent damage to school property.

SOUL administration shall ensure pupils and their parents/guardians[3] are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state the Policy is available on request at the Charter School's office. Further, as an independent charter school, SOUL is responsible for handling all student disciplinary matters and the District is not involved in this process.

[3] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its procedures, the term "parent/guardian" shall include these parties.

With the exception of homework during suspension, outlined below, suspended or expelled pupils are excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School follows Section 504, the IDEA, and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students. SOUL shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

No student shall be involuntarily removed from the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity occurring at the Charter School or at a SOUL sponsored event at any time including but not limited to:

a) while on the school campus;
b) while going to or coming from the school campus;
c) during the lunch period, whether on or off the school campus, or;
d) during, going to, or coming from a SOUL sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force of violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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, which includes but is not limited to, electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
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 Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l. Possessed an imitation firearm, i.e.: 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 that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.

p. 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.
q. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
r. 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 shall apply to students in any of grades 9 to 12, inclusive.
s. 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 shall apply to students in any of grades 9 to 12, inclusive.
t. 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 shall apply to students in any of grades 9 to 12, inclusive.
u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    a. "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 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:
        i. 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 their age, or for a person of

their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

b. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A student who aids or abets, as defined in Penal Code Section 31, 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 shall be subject to discipline pursuant to subdivisions (a) and (b).

w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students MUST be suspended and recommended for expulsion when it is determined the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force of violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any

kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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, which includes but is not limited to, electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
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 Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l. Possessed an imitation firearm, i.e.: 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 that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
p. 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.
q. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.

r. 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 shall apply to students in any of grades 9 to 12, inclusive.
s. 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 shall apply to students in any of grades 9 to 12, inclusive.
t. 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 shall apply to students in any of grades 9 to 12, inclusive.
u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    a. "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 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:
        i. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    b. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        iv. A message, text, sound, video, or image.
        v. A post on a social network Internet Web site including, but not limited to:

1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

vi. An act of cyber sexual bullying.

1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A student who aids or abets, as defined in Penal Code Section 31, 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 shall be subject to discipline pursuant to subdivisions (a) and (b).

w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal's or designee's concurrence.
b. Brandished a knife at another person
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

Suspension Procedure

Suspensions are initiated according to the following procedures:

Conference

1. Suspensions are preceded, if possible, by a conference conducted by the Principal, or their designee, with the pupil and their parent(s) and, whenever practical, the teacher, administrator or employee who referred the pupil for the suspension. The conference may be omitted if the Principal, or designee, determines an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of pupils or school personnel. If a pupil is suspended without this conference, both the parent/guardian and pupil are notified of the pupil's right to return to school for the purpose of a conference.
2. At the conference, the pupil is informed of the reason for the disciplinary action and the evidence against them and is given the opportunity to present their version and evidence in their defense.
3. This conference is held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
4. No penalties are imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

1. At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the suspended pupil's parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian is notified in writing of the suspension and the date of the pupil's return to school following suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice may also state the date and time when the pupil may return to school. If the Charter School wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

1. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.
2. If the Charter School is considering an extension of the suspension pending a recommendation for expulsion, the pupil and the pupil's parent/guardian, or representative, are invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination is made by the Principal, or designee, upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

1. In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 9 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

2. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student is to be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

The hearing shall be conducted by a neutral and impartial Administrative Panel ("Panel"). The Panel, appointed by the Principal, shall consist of at least three (3) members who are neither a teacher of the student or a member of the Board. The Panel shall be presided over by a designated neutral hearing chairperson, who may be one of the three (3) aforementioned members. The Administrative Panel may expel any student found to have committed an expellable offense. The Panel shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

Expulsion Procedures

The aforementioned hearing, conducted by a neutral and impartial Administrative Panel presided over by a designated neutral hearing chairperson, shall be held in closed session unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the pupil's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Administrative Panel may, upon a finding of good cause, determine the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness ("complaining witness") may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the pupil recommended for expulsion.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to:

    a. receive five days notice of their scheduled testimony;
    b. have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and;
    c. elect to have the hearing closed while testifying.

2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the support person's (or persons') presence is both desired by the complaining witness and will be helpful to the complaining witness. The person presiding over the hearing shall permit the support person to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the complaining witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the complaining witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. For charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined above, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact. The Administrative Panel shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The Principal, or designee, following a decision to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the pupil or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the pupil.

2. Notice of the student's or parent/guardian's obligation to inform any new school district or public school in which the student seeks to enroll of the student's status with the Charter School.

The Principal, or designee, shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

1. The pupil's name
2. The specific expellable offense committed by the pupil

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any pupil, SOUL shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

Right to Appeal

If the pupil or the pupil's parent/guardian appeal the decision of the Administrative Panel, the appeal will be heard by the Board. The appeal process will be initiated on the date the appeal is received by the Board and will follow the same timelines as prescribed in the expulsion process. The decision of the Board is final, and there is no right to appeal to the District, the Fresno County Superintendent of Schools, or to another local education agency or government body. The District is not involved in the student disciplinary matters of the Charter School.

Expelled Pupils/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within Fresno County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which

may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term, or to admit a previously expelled student from another school district or charter school, shall be in the sole discretion of the Board following a meeting with the Principal, or designee, and the pupil and pupil's parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the aforementioned meeting regarding the determination of the Principal, or designee. The pupil's readmission is also contingent upon the Charter School's capacity at the time the pupil seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Unexcused Absences

The Charter School's policy regarding attendance for students in SOUL's hybrid and personalized learning programs is described in Element A of this Petition and in the 2025-26 Student Parent Handbook. In accordance with Education Code Section 51747, and SOUL's aforementioned attendance policy, if it is determined it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the attendance policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

Prior to the removal of a student from the independent study program, SOUL will comply with all requirements related to independent study, including, but not limited to, implementation of tiered reengagement strategies consistent with Education Code Section 51747, prior to involuntary removal.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan, and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim 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, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- If the conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan. If the child already has such a behavioral intervention plan, modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent/guardian 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/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, 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.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) school day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this Policy only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to an administrator at the Charter School.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: STAFF RETIREMENT SYSTEMS

Governing Law: "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(c)(5)(K)

All certificated and classified 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.

Further, service eligible faculty participate in the State Teachers' Retirement System ("STRS").

All other certificated employees and all classified employees of the Charter School currently participate in Federal Social Security.

Currently the Charter School's classified employees do not participate in the state's Public Employee Retirement System ("PERS").

The Charter School reserves the right to participate in additional retirement systems (e.g. PERS) it deems best for its employees.

The employment conditions regarding years of service, credit for such years of service, tenure status, and collective bargaining agreements of the District are not applicable to SOUL employees.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: "The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools." Education Code Section 47605(c)(5)(L).

Enrollment at SOUL is entirely voluntary. Students who reside within the District who choose not to attend SOUL may attend their school of residence according to District policy or at another school district or school within the District through the District's intra- and inter-district policies. Parents and guardians of each student enrolled in SOUL are informed students have no right to admission in a particular school of any local education agency as a consequence of enrollment in SOUL, except to the extent that such a right is extended by the local education agency

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: "The rights of an 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." Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at the Charter School. Fresno Unified School District teachers and any other FUSD employees do not have any automatic or special employment rights with respect to SOUL, nor do SOUL employees have any automatic or special employment rights in FUSD. Any FUSD teacher or other employee who leaves the employment of FUSD to accept employment with SOUL will not have any automatic right to return to the District, other than those rights granted by the District. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of the closure of the Charter School.

ELEMENT N: DISPUTE RESOLUTION PROCESS

Governing Law: "The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." Education Code Section 47605(c)(5)(N)

The Charter School and the District will attempt to resolve disputes amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the District and the Charter School.

If either the Charter School or District determines that a violation of the Petition or an MOU or other written agreement among the Parties that does not contain separate dispute resolution/termination provision may have occurred or a problem has arisen related to the operation of the Charter School and/or the District's oversight obligations, or a dispute otherwise arises between the District and the Charter School, the following procedures shall be followed to resolve the dispute:

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations or take action as the District deems necessary.

2. In the event the District believes the dispute relates to an issue that could lead to revocation of the Petition, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below, and the District may terminate any voluntary participation in the dispute resolution procedures at any time.

3. If the violation or issue in question does not constitute a severe and imminent threat and/or the District has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("notice"). The date this notice is sent shall be the "Notice Date." Any such notice provided by the District will also constitute the notice required under the provisions of Education Code 47607(g) prior to revocation. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Principal or their designee. If the dispute is

not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to Step 4.

4. If this joint meeting fails to resolve the dispute, SOUL and the District 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 SOUL and the District. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and SOUL.

Any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue via Steps 3 or 4 shall be deemed and is agreed by the Charter School and the District to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(g) prior to revocation of the Petition and the District shall not be required to provide an additional "reasonable opportunity to remedy the violation" during any revocation proceedings.

5. If the dispute is not resolved in accordance with the procedures through Step 4, either Party will be deemed to have exhausted the administrative remedies of the Petition or the applicable agreement and law, and may pursue any alternative legal options for resolution, including revocation of the Petition by the District and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

Internal Disputes

The Board will adopt policies and processes for airing and resolving disputes, other than those between the District and the Charter School, which are covered above. Parents/guardians, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of the Charter School's policies and dispute resolution process.

The District will refer all disputes or complaints it receives not related to a possible violation of the Petition, other written agreement among the Parties, law, or to the operation of the Charter School or the District's oversight obligations, to the Charter School for resolution according to the Charter School's internal dispute resolution processes. The District may choose to submit disputes that are related to possible violations of the Petition, other written agreement among the Parties, the law, or to the operation of the Charter School, or the District's oversight obligations to the Charter School, for resolution according to the Charter School's internal dispute resolution process. Should the District receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall , upon request, provide the District with updates regarding the Charter School's investigation and resolution of the matter regularly and upon resolution of the complaint or issue. In the event the Charter School's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the Board unless the matter relates

to a possible violation of the Petition, other written agreement among the Parties, law, or to the operation of the Charter School or the District's oversight obligations.

Internal policies are available upon request.

ELEMENT O: SCHOOL CLOSURE PROCEDURES

Governing Law: "The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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." Education Code Section 47605(c)(5)(O)

The decision to close the School of Unlimited Learning, either by the Board 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 Petition is revoked or not renewed by the District Board and all appeal procedures and legal avenues have been exhausted by SOUL; the Board votes to close the School of Unlimited Learning, or; the charter term expires without a renewal of the term occurring. In the event of a closure, the following steps are to be implemented:

1. Closure of the School of Unlimited Learning will be documented by official action of the Board, including an action that affirms the decision of the District Board to close the Charter School. The action will identify the reason for closure. The official action will also identify a person or persons responsible for closure-related activities.

2. The Board will promptly, meaning as soon as possible, issue written notification of the closure as well as the effective date of the closure by registered mail to parents/guardians and students of the Charter School, the District, including the SELPA, the retirement systems in which the Charter School's employees participate (e.g. State Teachers' Retirement System, and federal social security), the Fresno County Office of Education, and the California Department of Education. 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.

3. The School of Unlimited Learning will ensure 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 that complies with FERPA.

4. The 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 person(s) responsible for closure-related activities.

5. The School of Unlimited Learning shall provide written notification to the District of the list of returning students and their home schools, to be made promptly upon the closure action.

6. The School of Unlimited Learning shall allow the District access, inspection and copying of all records, including the Charter School's financial and attendance records, upon written request by the District.

7. As applicable, the 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 School of Unlimited Learning shall transfer student records to the receiving schools when parents notify the School of Unlimited Learning of the receiving school or when appropriate notification is received from the receiving school, district or LEA.

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 or district of residence. All transfers of student records will be made in compliance with FERPA. The School of Unlimited Learning will ask the District to store and maintain original records of Charter School students. If the District will not or cannot store the records, the School of Unlimited Learning shall work with the Fresno County Office of Education to determine a suitable alternate location for storage. All records of the School of Unlimited Learning shall be transferred to the receiving location determined for receipt of such records upon the School of Unlimited Learning's closure.

8. All state assessment results, special education records, and personnel records will be transferred to and maintained by the person(s) responsible for closure-related activities in accordance with applicable law.

9. As soon as reasonably practical, the School of Unlimited Learning will prepare final financial records. The School of Unlimited Learning will also have an independent audit completed within six months after the School of Unlimited Learning's closure. The School of Unlimited Learning will pay for the final audit. This final audit can also function as the annual audit. The final audit will be prepared by a qualified Certified Public Accountant selected by the Board. 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 School of Unlimited Learning.

10. School of Unlimited Learning will complete and file any annual reports required pursuant to Education Code section 47604.33.

11. On closure, the Charter School 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:

- All assets of the Charter School, including but not limited to leaseholds, personal property, **and** intellectual property, remain the sole property of the Fresno Economic Opportunities Commission and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation, subject to the limitations below.

    - Notwithstanding any rule, regulation, Petition provision, Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School that have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to the District, a California public school, or a California public school district.

- 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 Board understands and acknowledges the Charter School will cover the outstanding debts or liabilities of SOUL. The School of Unlimited Learning understands and acknowledges only unrestricted funds will be used to pay creditors.

- Any assets originally acquired from the District or District property will be promptly returned to the District upon the School of Unlimited Learning's closure.

- 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 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.

- All remaining assets of Charter School will be liquidated as necessary to pay creditors, and all creditors will be paid first.

12. On closure, the 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.

13. As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures in the non-profit public benefit corporations' Articles of Incorporation 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.

14. For six (6) calendar months from the closure action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Board will retain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.

This Element O shall survive the revocation, expiration, termination, or cancellation of this Petition, 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. The 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 the 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.

MISCELLANEOUS PROVISIONS

Financial Planning, Reporting, and Accountability

Governing Law: "The petitioner or petitioners also shall 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(h)

Included in the Appendix, please find a detailed multi-year budget that includes revenue and expense projections, as well as cash-flows projections. These projections are based upon the best data available at the time of submission.

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

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update to the LCAP 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, or by the required due date, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the authorizer, 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.

Financial Attendance Accounting

SOUL maintains contemporaneous written records of enrollment and average daily attendance ("ADA"), and makes these available to the District for inspection or audit. Attendance reports, P-1, P-2, and P-Annual shall be submitted to the District by January 15, April 30, and June 30 respectively, each year.

Potential Civil Liability Effects

Governing Law: "Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(h)

SOUL is operated by Fresno Economic Opportunities Commission, 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. SOUL shall work diligently to assist the authorizer in meeting any and all oversight obligations under the law, including authorizer-requested protocols to ensure the authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School shall enter into an operational memorandum of understanding with the District, which shall include a provision where the Charter School shall indemnify the authorizer for the actions of the Charter School under this Petition as well as include provisions regarding SOUL's governance. The MOU shall also include the timeline for submission of a corrective action plan, should one be needed for the annual independent fiscal audit.

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

In addition to compliance with the provisions hereof and below related to insurance and indemnification, the Charter School shall, at minimum, comply with the District's risk management standards, terms, and requirements for insurance and indemnification, defense, and hold harmless provisions to protect the District and SOUL from potential civil liability effects, the specifics of which requirements shall be included in a memorandum of understanding between SOUL and the District. For the avoidance of doubt, risk management standards and requirements for insurance shall be commercially reasonable, typical for charter schools of SOUL's size, fair, and within the scope of insurance products actually available to SOUL in the insurance marketplace and at rates in line with what charter schools generally budget for insurance.

Facilities

Governing Law: "The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(h)

The School of Unlimited Learning is located on a single, contiguous site which constitutes both 2336 Calaveras Street, Fresno, CA and 1545 N Street, Fresno, CA. These are non-District facilities that SOUL leases. The facilities include approximately 15,000 square feet of indoor space. There are ten classrooms, seven offices, one cafeteria and a theater/auditorium. SOUL intends to remain in this location for the duration of the new charter term and has a lease agreement securing the facilities described in this section for the same time frame.

The Charter School will comply fully with the ADA and Section 504 by ensuring all facilities and programs are accessible to individuals with disabilities. The Charter School is currently remodeling an existing building, listed above, to ensure full ADA compliance and accessibility for all students and staff.

In addition, the Charter School will operate in facilities that comply with applicable building and safety codes and will obtain all necessary permits and approvals from local authorities. Fire safety inspections will be conducted regularly and the Charter School will maintain appropriate insurance coverage to protect against liability and ensure continuity of operations. The Charter School affirms that it does not currently request facilities from the District and currently has secured and maintained its own facilities for the duration of the new charter term.

Administrative Services

Governing Law: "The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(h)

SOUL is part of the District SELPA and intends to stay a member of the District SELPA. Procedures for SOUL to move to a different SELPA are described in the Special Education sections of this Petition. Currently, SOUL does not receive any additional services from the District beyond Special Education.

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

Regarding administrative services and the provision of services via outside third parties (e.g. contractors), the current "Formal Bid Procedures" and "Competitive Proposal" sections of Fresno EOC's Purchasing Policy outline the process for determining expertise and selecting contractors. When using Competitive Proposals, the policy requires Fresno EOC and SOUL to "identify all factors on which the proposals will be evaluated and the weighting of each factor." Specific criteria for expertise are explicitly listed as required evaluation factors in this process.

Insurance

As a program of the 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 charter school of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the Fresno EOC's third party insurance broker which are then approved by the Fresno EOC Board.

Transportation

Except as required by an IEP under the IDEA, or as otherwise required by law, SOUL does not provide for the transportation of students to and from school.

SPECIAL EDUCATION INFORMATION

The below information is identical to the special education information found in Element A. This language is placed here at the request of the District.

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 composed 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 IDEA 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 its appropriateness, needed modifications, and the student's continued eligibility.

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

Serving Students with Disabilities

SOUL is compliant with all applicable state and federal laws in providing services to students with disabilities, including Section 504, the ADA, the IDEA, and all other civil rights enforced by the U.S. Department for Education Office of Civil Rights. SOUL functions as a 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. SOUL is a member of the Fresno Unified School District's Special Education Local Plan Area ("SELPA") and complies with all SELPA policies and procedures, and utilizes appropriate SELPA forms. SOUL is solely responsible for its compliance with Section 504 and the ADA. SOUL is responsible for ensuring its campus is accessible for all students with disabilities. Students with disabilities who enroll in SOUL shall be provided services as outlined in the Special Education Memorandum of Understanding ("MOU") with the Fresno Unified School District.

Services for Students under the IDEA

The Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the 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 the dispute resolution process of the SELPA.

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

SOUL acknowledges the importance of cooperating with the 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 MOU between the School of Unlimited Learning and the Fresno Unified School District:

- Special Education Staff assigned by the Fresno Unified School District perform evaluations for students in need of annual, tri-annual and initial assessments.
- SOUL's Guidance Counselor, or other appointed staff, serves as a "designee" between FUSD and SOUL personnel. The designee is current with applicable federal and state laws and stays in close contact with SELPA staff to ensure compliance.
- All Individual Education Programs ("IEPs") are completed on SELPA forms.

- SELPA special education staff and the SOUL designee ensure SOUL teachers and administrators are given adequate notification of IEP meetings.
- The assigned SELPA special education staff inform SOUL's Principal, parents, and students of any IEP meetings. The designee assists as necessary to ensure parents are present at IEP meetings.
- The designee or SOUL registrar informs the assigned SELPA special education staff, or the District, immediately if a special education student disenrolls from SOUL or if a new special education student is enrolling at SOUL.
- The assigned SELPA special education staff inform the SOUL Principal and teachers of any accommodations and IEP requirements for special education students.
- All SOUL staff understand and comply with accommodations and/or modifications 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 SELPA 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 Charter School regardless of a student's district of residence.
- The SELPA school psychologist provides crisis counseling as needed.

Interim and Initial Placements of New Charter School Students

SOUL shall comply with Education Code Section 56325 with regard to students transferring into SOUL within the academic school year, and shall inform the SELPA as soon as possible of a student transferring to SOUL who may or is eligible for special education services.

In accordance with Education Code Section 56325(a)(1), for students who, within the same academic year, enroll in SOUL from another school district within the State, but outside of the SELPA, and who have a current IEP, the SELPA and SOUL shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the SELPA, via the IEP team, shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into SOUL from a District operated program under the SELPA within the same academic year, SOUL and the District shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the IEP team agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to SOUL with an IEP from outside of California during the same academic year, SOUL and the SELPA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP

in consultation with the student's parents/guardians, until the SELPA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the SELPA, and develops a new IEP, if appropriate, that is consistent with federal and state law.

The Charter School shall notify a student's district of residence when a SWD transfers out of the Charter School, or otherwise leaves the Charter School. If the student transfers to a District program, SOUL will also notify the SELPA.

SSTs for Students in Special Education

For students in special education, the SST supports the provision of appropriate interventions and accommodations aligned to individual student needs and assists in determining whether additional evaluation or services may be required. The SST process is designed to ensure students receive timely support within the general education setting and that referrals to special education are data-driven and consistent with applicable state and federal requirements. SOUL's SST is described on page 49 of this petition.

CONCLUSION

By approving this charter renewal petition and a new charter term, the Fresno Unified School District Board of Education will be fulfilling the intent of the Charter Schools Act of 1992, which was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

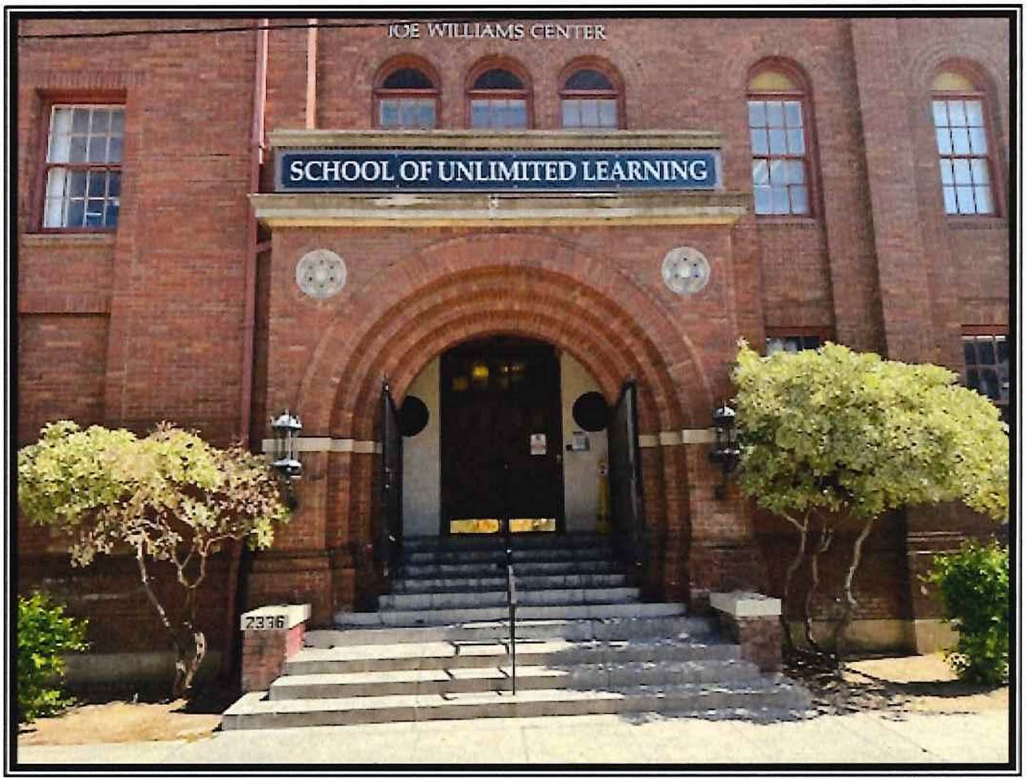
a) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
b) Encourage the use of different and innovative teaching methods.
c) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
d) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
e) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
f) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The School of Unlimited Learning pledges to work cooperatively with the District to answer any questions regarding this document and to present the District with the strongest possible renewal proposal for a new five-year term.

Fresno **Economic Opportunities Commission**

SCHOOL OF UNLIMITED LEARNING

DESIGNATED AS A
DASHBOARD ALTERNATIVE STATUS SCHOOL
BY THE CALIFORNIA DEPARTMENT OF EDUCATION



CHARTER RENEWAL PETITION APPENDIX

July 1, 2026 – June 30, 2031

Submitted to:

Fresno Unified School District
Date Submitted: December 1, 2025

2026-2031
CHARTER SCHOOLS
Multi-Year Projection

CHARTER NAME: ***School of Unlimited Learning***

CHARTERING AUTHORITY: (if applicable) *Fresno Unified School District*

UNRESTRICTED (Resources 0000-1999)

		2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
REVENUES AND OTHER FINANCING SOURCES						
Revenue Limit Sources	*8010-8099*	3,414,970.00	3,540,936.00	3,658,272.00	3,776,651.00	3,810,743.00
Federal Revenues	*8100-8299*	257,821.00	261,337.00	265,257.00	269,236.00	273,236.00
Other State Revenues	*8300-8599*	240,518.00	244,004.00	247,664.00	251,379.00	255,379.00
Other Local Revenues	*8600-8799*	5,075.00	5,151.00	5,228.00	5,306.00	5,385.00
Other Financing Sources	*8910-8999*	0.00	0.00	0.00	0.00	0.00
Total, Revenues		***3,918,384.00***	***4,051,428.00***	***4,176,421.00***	***4,302,572.00***	***4,344,743.00***
EXPENDITURES AND OTHER FINANCING USES						
Certificated Salaries	*1000-1999*	1,451,440.00	1,473,212.00	1,495,310.00	1,517,740.00	1,540,506.10
Classified Salaries	*2000-2999*	488,451.00	495,778.00	570,145.00	578,697.00	587,377.45
Employees Benefits	*3000-3999*	571,916.00	574,775.00	577,649.00	580,537.00	583,439.69
Books and Supplies	*4000-4999*	136,700.00	140,118.00	143,621.00	147,212.00	150,892.29
Services, Other Operating Expenses	*5000-5999*	1,269,877.00	1,367,545.00	1,389,696.00	1,478,386.00	1,482,527.46
Capital Outlay	*6000-6999*	0.00	0.00	0.00	0.00	0.00
Other Outgo (excl. Direct Support/Indirect Costs)	*7100-7299,7400-7499*	0.00	0.00	0.00	0.00	0.00
Direct Support/Indirect Costs	*7300-7399*	0.00	0.00	0.00	0.00	0.00
Other Financing Uses	*7610-7699*	0.00	0.00	0.00	0.00	0.00
Total, Expenditures		***3,918,384***	***4,051,428***	***4,176,421***	***4,302,572***	***4,344,743***
Net Increases/(Decreases) in Fund Balance		***0.00***	***0.00***	***0.00***	***0.00***	***0.00***
FUND BALANCE						
Net Beginning Fund Balance	*9791*	*2,521,065*	*2,521,065*	*2,521,065*	*2,521,065*	*2,521,065*
TOTAL, Ending Fund Balance	***9790***	***2,521,065***	***2,521,065***	***2,521,065***	***2,521,065***	***2,521,065***

DISTRICT BUDGET ASSUMPTIONS:

Revenue Assumptions:

Expense Assumptions:

2026-2031
CHARTER SCHOOLS
Multi-Year Projection

RESTRICTED (Resources 2000-9999)

		2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
REVENUES AND OTHER FINANCING SOURCES						
Revenue Limit Sources	*8010-8099*	-	-	-	-	-
Federal Revenues	*8100-8299*	104,794	106,366	107,961	109,850	110,949
Other State Revenues	*8300-8599*	20,300	20,605	20,914	21,228	21,440
Other Local Revenues	*8600-8799*	-	-	-	-	-
Other Financing Sources	*8910-8999*	-	-	-	-	-
Total, Revenues		***125,094***	***126,971***	***128,875***	***131,078***	***132,389***
EXPENDITURES AND OTHER FINANCING USES						
Certificated Salaries	*1000-1999*	62,525	63,150	63,782	64,420	64,420
Classified Salaries	*2000-2999*	-	-	-	-	-
Employees Benefits	*3000-3999*	15,664	15,821	15,979	16,139	16,139
Books and Supplies	*4000-4999*	22,736	22,963	23,193	23,425	23,425
Services, Other Operating Expenses	*5000-5999*	24,169	25,037	25,921	27,094	28,405
Capital Outlay	*6000-6999*	-	-	-	-	-
Other Outgo (excl. Direct Support/Indirect Costs)	*7100-7299,7400-7499*	-	-	-	-	-
Direct Support/Indirect Costs	*7300-7399*	-	-	-	-	-
Other Financing Uses	*7610-7699*	-	-	-	-	-
Total, Expenditures		***125,094***	***126,971***	***128,875***	***131,078***	***132,389***
Net Increases/(Decreases) in Fund Balance		-	-	-	-	-
FUND BALANCE						
Net Beginning Fund Balance	*9791*	100,000	*100,000*	*100,000*	*100,000*	*100,000*
TOTAL, Ending Fund Balance	***9790***	***100,000***	***100,000***	***100,000***	***100,000***	***100,000***

DISTRICT BUDGET ASSUMPTIONS:

Revenue Assumptions:

Expense Assumptions:

2026-2031
CHARTER SCHOOLS
Multi-Year Projection

UNRESTRICTED/RESTRICTED		2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
REVENUES AND OTHER FINANCING SOURCES						
Revenue Limit Sources	*8010-8099*	3,414,970	3,540,936	3,658,272	3,776,651	3,810,743
Federal Revenues	*8100-8299*	362,615	367,703	373,218	379,086	384,185
Other State Revenues	*8300-8599*	260,818	264,609	268,578	272,607	276,819
Other Local Revenues	*8600-8799*	5,075	5,151	5,228	5,306	5,385
Other Financing Sources	*8910-8999*	-	-	-	-	-
Total, Revenues		***4,043,478***	***4,178,399***	***4,305,296***	***4,433,650***	***4,477,132***
EXPENDITURES AND OTHER FINANCING USES						
Certificated Salaries	*1000-1999*	1,513,965	1,536,362	1,559,092	1,582,160	1,604,926
Classified Salaries	*2000-2999*	488,451	495,778	570,145	578,697	587,377
Employees Benefits	*3000-3999*	587,580	590,596	593,628	596,676	599,579
Books and Supplies	*4000-4999*	159,436	163,081	166,814	170,637	174,317
Services, Other Operating Expenses	*5000-5999*	1,294,046	1,392,582	1,415,617	1,505,480	1,510,932
Capital Outlay	*6000-6999*	-	-	-	-	-
Other Outgo (excl. Direct Support/Indirect Costs)	*7100-7299,7400-7499*	-	-	-	-	-
Direct Support/Indirect Costs	*7300-7399*	-	-	-	-	-
Other Financing Uses	*7610-7699*	-	-	-	-	-
Total, Expenditures		***4,043,478***	***4,178,399***	***4,305,296***	***4,433,650***	***4,477,132***
Net Increases/(Decreases) in Fund Balance		***0.00***	***0.00***	***0.00***	***0.00***	***0.00***
FUND BALANCE						
Net Beginning Fund Balance	*9791*	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065
TOTAL, Ending Fund Balance	***9790***	***2,621,065***	***2,621,065***	***2,621,065***	***2,621,065***	***2,621,065***
	ADA	***184.00***	***184.00***	***184.00***	***184.00***	***184.00***
	Enrollment	***200.00***	***200.00***	***200.00***	***200.00***	***200.00***
	Unduplicated Count	***200.00***	***200.00***	***200.00***	***200.00***	***200.00***
COMPONENTS OF ENDING FUND BALANCE:						
Reserve for Revolving Cash	9711	0.00	0.00	0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9770	0.00	0.00	0.00	0.00	0.00
Other Designations	9780	0.00	0.00	0.00	0.00	0.00
Undesignated Amount	9791	0	0	0	0	0
Components of Ending Fund Balance		***0***	***0***	***0***	***0***	***0***

School of Unlimited Learning

Multi-Year Forecast

Revised 12/3/2025

	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
Assumptions					
State COLA	*3.02%*	*3.42%*	*3.31%*	*3.25%*	*3.25%*
Other Revenue COLA	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*2.98%*	*2.77%*	*2.90%*	*3.00%*	*3.00%*
Enrollment	*200.00*	*200.00*	*200.00*	*200.00*	*200.00*
Average Daily Attendance	*184.00*	*184.00*	*184.00*	*184.00*	*184.00*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 2,385,623	$ 2,484,040	$ 2,573,802	$ 2,664,296	$ 2,698,388
8012 Education Protection Account	805,514	833,063	860,637	888,522	888,522
8096 In Lieu of Property Taxes	223,833	223,833	223,833	223,833	223,833
	3,414,970	3,540,936	3,658,272	3,776,651	3,810,743
Federal Revenue					
8220 Federal Child Nutrition	10,000	10,000	10,000	10,000	10,000
8290 Title I, Part A - Basic Low Income	75,000	75,000	75,000	75,000	75,000
8291 Title II, Part A - Teacher Quality	10,000	10,000	10,000	10,000	10,000
8296 Other Federal Revenue	267,615	272,703	278,218	284,086	289,185
	362,615	367,703	373,218	379,086	384,185
Other State Revenue					
8311 State Special Education	167,835	173,575	179,321	185,149	191,166
8520 Child Nutrition	1,545	1,598	1,651	1,705	1,761
8550 Mandated Cost	10,812	11,182	11,552	11,928	12,315
8560 State Lottery	50,232	50,232	50,232	50,232	50,232
8599 Other State Revenue	30,393	28,021	25,822	23,593	21,345
	260,818	264,609	268,578	272,607	276,819
Other Local Revenue					
8660 Interest Revenue	3,000	3,000	3,000	3,000	3,000
8699 School Fundraising	2,075	2,151	2,228	2,306	2,384
	5,075	5,151	5,228	5,306	5,384
Total Revenue	**$ 4,043,478**	**$ 4,178,399**	**$ 4,305,296**	**$ 4,433,650**	**$ 4,477,131**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	975,894	983,387	990,081	996,647	1,001,848
1200 Pupil Support Salaries	411,672	423,075	435,344	447,969	461,408
1300 Administrators' Salaries	126,399	129,900	133,667	137,543	141,670
	1,513,965	1,536,362	1,559,092	1,582,160	1,604,926
Classified Salaries					
2200 Support Salaries	226,929	233,215	239,978	246,937	254,345
2400 Clerical and Office Staff Salaries	261,522	262,563	330,167	331,760	333,032
	488,451	495,778	570,145	578,697	587,377
Benefits					
3101 STRS	289,167	293,445	297,787	302,193	306,541
3301 OASDI	30,284	30,738	35,349	35,879	36,417
3311 Medicare	29,035	29,466	30,874	31,332	31,788
3401 Health and Welfare	179,581	177,165	164,459	161,337	158,118
3501 State Unemployment	13,064	12,638	13,230	13,230	13,230

School of Unlimited Learning

Multi-Year Forecast

Revised 12/3/2025

	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
3601 Workers' Compensation	22,027	22,354	23,422	23,769	24,115
3901 Other Benefits	24,423	24,789	28,507	28,935	29,369
	587,580	590,596	593,628	596,676	599,579
Books and Supplies					
4200 Books and Other Materials	1,133	1,164	1,198	1,234	1,271
4302 School Supplies	62,080	63,800	65,650	67,620	69,648
4305 Software	15,447	15,875	16,335	16,825	17,330
4310 Office Expense	19,502	20,042	20,624	21,242	21,880
4400 Noncapitalized Equipment	49,430	50,029	50,482	50,816	50,901
4700 Food Services	11,843	12,171	12,524	12,900	13,287
	159,436	163,081	166,814	170,637	174,317
Subagreement Services					
5104 Transportation	7,466	7,673	7,895	8,132	8,376
5105 Security	6,179	6,350	6,534	6,730	6,932
5106 Other Educational Consultants	215,011	250,967	258,245	291,581	276,355
	228,656	264,990	272,675	306,443	291,663
Operations and Housekeeping					
5201 Auto and Travel	2,060	2,117	2,178	2,243	2,311
5400 Insurance	30,225	31,062	31,963	32,922	33,909
5501 Utilities	33,983	34,925	35,938	37,016	38,126
5502 Janitorial Services	19,051	19,579	20,147	20,751	21,374
5900 Communications	27,290	28,046	28,859	29,725	30,616
5901 Postage and Shipping	669	688	708	729	751
	113,278	116,416	119,792	123,386	127,087
Facilities, Repairs and Other Leases					
5601 Rent	140,818	140,818	140,818	140,818	140,818
5603 Equipment Leases	5,149	5,292	5,445	5,608	5,777
5610 Repairs and Maintenance	51,490	52,966	54,502	56,137	57,821
	197,457	199,076	200,765	202,564	204,416
Professional/Consulting Services					
5801 IT	77,235	109,374	97,552	125,479	125,479
5802 Audit & Taxes	20,596	21,167	21,780	22,434	23,107
5803 Legal	10,298	10,583	10,890	11,217	11,553
5804 Professional Development	25,745	26,458	27,225	28,042	28,883
5806 Special Activities/Field Trips	7,724	10,938	11,256	11,593	11,941
5808 Printing	309	317	327	337	347
5811 Management Fee	206,578	212,300	218,457	225,010	231,761
5812 District Oversight Fee	341,497	354,094	365,827	377,665	381,074
5814 SPED Encroachment	62,099	64,223	66,349	68,505	70,731
5815 Public Relations/Recruitment	2,575	2,646	2,723	2,804	2,888
	754,655	812,101	822,386	873,086	887,765
Total Expenses	**$ 4,043,478**	**$ 4,178,399**	**$ 4,305,296**	**$ 4,433,649**	**$ 4,477,131**
Surplus (Deficit)	**$ 0**	**$ (0)**	**$ (0)**	**$ 0**	**$ 0**
Fund Balance, Beginning of Year	$ 2,658,329	$ 2,658,329	$ 2,658,329	$ 2,658,329	$ 2,658,329
Fund Balance, End of Year	**$ 2,658,329**	**$ 2,658,329**	**$ 2,658,329**	**$ 2,658,329**	**$ 2,658,329**
	65.7%	***63.6%***	***61.7%***	***60.0%***	***59.4%***

School of Unlimited Learning

Multi-Year Forecast

Revised 12/3/2025

	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast	2030-31 Forecast
Cash Flow Adjustments					
Surplus (Deficit)	0	(0)	(0)	0	0
Cash Flows From Operating Activities					
Public Funding Receivables	(123,521)	(38,333)	(37,704)	(38,179)	(5,053)
Due To/From Related Parties	110,683	34,502	33,947	34,382	4,546
Accounts Payable	12,838	3,832	3,757	3,797	507
Total Change in Cash	(0)	0	(0)	0	(0)
Cash, Beginning of Year	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065
Cash, End of Year	**$ 2,621,065**	**$ 2,621,065**	**$ 2,621,065**	**$ 2,621,065**	**$ 2,621,065**

School of Unlimited Learning

Monthly Cash Flow/Forecast FY26-27

Revised 12/3/2025

ADA = 184.00

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 184.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	119,281	119,281	214,706	214,706	214,706	214,706	214,706	214,706	214,706	214,706	214,706	214,706	**2,385,623**	2,297,664	87,959
8012 Education Protection Account	-	-	-	195,475	-	-	195,475	-	-	213,185	-	-	201,379	**805,514**	781,901	23,613
8096 In Lieu of Property Taxes	-	13,430	26,860	17,907	17,907	17,907	17,907	17,907	31,337	15,668	15,668	15,668	15,668	**223,833**	223,833	-
	-	132,711	146,141	428,088	232,613	232,613	428,088	232,613	246,043	443,559	230,374	230,374	431,753	**3,414,970**	**3,303,398**	**111,572**
Federal Revenue																
8220 Federal Child Nutrition	-	-	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	**10,000**	10,000	-
8290 Title I, Part A - Basic Low Income	-	-	18,750	-	-	18,750	-	-	18,750	-	-	-	18,750	**75,000**	75,000	-
8291 Title II, Part A - Teacher Quality	-	-	2,500	-	-	2,500	-	-	2,500	-	-	-	2,500	**10,000**	10,000	-
8296 Other Federal Revenue	-	-	-	66,904	-	-	66,904	-	-	66,904	-	-	66,904	**267,615**	267,615	-
	-	-	21,750	67,404	1,000	22,250	67,904	1,000	22,250	67,904	1,000	1,000	89,154	**362,615**	**362,615**	**-**
Other State Revenue																
8311 State Special Education	-	8,392	8,392	15,105	15,105	15,105	15,105	15,105	15,105	15,105	15,105	15,105	15,105	**167,835**	162,915	4,920
8520 Child Nutrition	-	-	77	77	155	155	155	155	155	155	155	155	155	**1,545**	1,500	45
8550 Mandated Cost	-	-	-	-	-	10,812	-	-	-	-	-	-	-	**10,812**	10,339	473
8560 State Lottery	-	-	-	-	-	-	12,558	-	-	12,558	-	-	25,116	**50,232**	50,232	-
8599 Other State Revenue	-	-	-	-	19,755	-	-	-	-	7,598	-	-	3,039	**30,393**	109,074	(78,681)
	-	8,392	8,469	15,182	35,015	26,072	27,818	15,260	15,260	35,416	15,260	15,260	43,415	**260,818**	334,061	(73,243)
Other Local Revenue																
8660 Interest Revenue	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
8699 School Fundraising	173	173	173	173	173	173	173	173	173	173	173	173	-	**2,075**	2,075	-
	423	423	423	423	423	423	423	423	423	423	423	423	-	**5,075**	**5,075**	**-**
Total Revenue	**423**	**141,526**	**176,783**	**511,097**	**269,051**	**281,358**	**524,232**	**249,295**	**283,975**	**547,302**	**247,057**	**247,057**	**564,322**	**4,043,478**	**4,005,149**	**38,329**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	81,325	81,325	81,325	81,325	81,325	81,325	81,325	81,325	81,325	81,325	81,325	81,325	-	**975,894**	755,976	(219,918)
1200 Pupil Support Salaries	34,306	34,306	34,306	34,306	34,306	34,306	34,306	34,306	34,306	34,306	34,306	34,306	-	**411,672**	399,759	(11,913)
1300 Administrators' Salaries	10,533	10,533	10,533	10,533	10,533	10,533	10,533	10,533	10,533	10,533	10,533	10,533	-	**126,399**	122,741	(3,658)
	126,164	126,164	126,164	126,164	126,164	126,164	126,164	126,164	126,164	126,164	126,164	126,164	-	**1,513,965**	**1,278,476**	**(235,489)**
Classified Salaries																
2200 Support Salaries	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	18,911	-	**226,929**	220,362	(6,567)
2400 Clerical and Office Staff Salaries	21,794	21,794	21,794	21,794	21,794	21,794	21,794	21,794	21,794	21,794	21,794	21,794	-	**261,522**	249,465	(12,057)
	40,704	40,704	40,704	40,704	40,704	40,704	40,704	40,704	40,704	40,704	40,704	40,704	-	**488,451**	**469,827**	**(18,624)**
Benefits																
3101 STRS	24,097	24,097	24,097	24,097	24,097	24,097	24,097	24,097	24,097	24,097	24,097	24,097	-	**289,167**	131,520	(157,647)
3301 OASDI	2,524	2,524	2,524	2,524	2,524	2,524	2,524	2,524	2,524	2,524	2,524	2,524	-	**30,284**	29,129	(1,155)
3311 Medicare	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	-	**29,035**	26,781	(2,254)
3401 Health and Welfare	14,965	14,965	14,965	14,965	14,965	14,965	14,965	14,965	14,965	14,965	14,965	14,965	-	**179,581**	174,375	(5,206)
3501 State Unemployment	653	653	653	653	653	653	3,266	2,613	1,306	653	653	653	-	**13,064**	12,740	(324)
3601 Workers' Compensation	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	-	**22,027**	20,317	(1,710)
3901 Other Benefits	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	-	**24,423**	92,350	67,927
	48,530	48,530	48,530	48,530	48,530	48,530	51,142	50,489	49,183	48,530	48,530	48,530	-	**587,580**	**487,212**	**(100,368)**
Books and Supplies																
4200 Books and Other Materials	227	227	227	227	227	-	-	-	-	-	-	-	-	**1,133**	1,100	(33)
4302 School Supplies	5,173	5,173	5,173	5,173	5,173	5,173	5,173	5,173	5,173	5,173	5,173	5,173	-	**62,080**	60,284	(1,796)
4305 Software	1,287	1,287	1,287	1,287	1,287	1,287	1,287	1,287	1,287	1,287	1,287	1,287	-	**15,447**	15,000	(447)
4310 Office Expense	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	-	**19,502**	19,000	(502)
4400 Noncapitalized Equipment	-	9,886	9,886	9,886	9,886	9,886	-	-	-	-	-	-	-	**49,430**	48,000	(1,430)
4700 Food Services	-	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	-	**11,843**	11,500	(343)
	8,312	19,275	19,275	19,275	19,275	19,049	9,162	9,162	9,162	9,162	9,162	9,162	-	**159,436**	**154,884**	**(4,552)**

School of Unlimited Learning

Monthly Cash Flow/Forecast FY26-27

Revised 12/3/2025

ADA = 184.00

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5104 Transportation	-	679	679	679	679	679	679	679	679	679	679	679	-	**7,466**	7,250	(216)
5105 Security	-	562	562	562	562	562	562	562	562	562	562	562	-	**6,179**	6,000	(179)
5106 Other Educational Consultants	-	-	21,501	21,501	21,501	21,501	21,501	21,501	21,501	21,501	21,501	21,501	-	**215,011**	208,790	(6,222)
	-	1,240	22,742	22,742	22,742	22,742	22,742	22,742	22,742	22,742	22,742	22,742	-	**228,656**	**222,040**	**(6,617)**
Operations and Housekeeping																
5201 Auto and Travel	-	187	187	187	187	187	187	187	187	187	187	187	-	**2,060**	2,000	(60)
5400 Insurance	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	-	**30,225**	29,350	(875)
5501 Utilities	2,832	2,832	2,832	2,832	2,832	2,832	2,832	2,832	2,832	2,832	2,832	2,832	-	**33,983**	33,000	(983)
5502 Janitorial Services	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	1,588	-	**19,051**	18,500	(551)
5900 Communications	2,274	2,274	2,274	2,274	2,274	2,274	2,274	2,274	2,274	2,274	2,274	2,274	-	**27,290**	26,500	(790)
5901 Postage and Shipping	-	-	67	67	67	67	67	67	67	67	67	67	-	**669**	650	(19)
	9,212	9,400	9,467	9,467	9,467	9,467	9,467	9,467	9,467	9,467	9,467	9,467	-	**113,278**	**110,000**	**(3,278)**
Facilities, Repairs and Other Leases																
5601 Rent	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	-	**140,818**	140,818	-
5603 Equipment Leases	429	429	429	429	429	429	429	429	429	429	429	429	-	**5,149**	5,000	(149)
5610 Repairs and Maintenance	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	4,291	-	**51,490**	50,000	(1,490)
	16,455	16,455	16,455	16,455	16,455	16,455	16,455	16,455	16,455	16,455	16,455	16,455	-	**197,457**	**195,818**	**(1,639)**
Professional/Consulting Services																
5801 IT	6,436	6,436	6,436	6,436	6,436	6,436	6,436	6,436	6,436	6,436	6,436	6,436	-	**77,235**	75,000	(2,235)
5802 Audit & Taxes	-	-	-	6,865	6,865	6,865	-	-	-	-	-	-	-	**20,596**	20,000	(596)
5803 Legal	858	858	858	858	858	858	858	858	858	858	858	858	-	**10,298**	10,000	(298)
5804 Professional Development	-	-	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	-	**25,745**	25,000	(745)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	2,575	2,575	2,575	-	-	-	**7,724**	7,500	(224)
5808 Printing	-	-	31	31	31	31	31	31	31	31	31	31	-	**309**	300	(9)
5811 Management Fee	17,215	17,215	17,215	17,215	17,215	17,215	17,215	17,215	17,215	17,215	17,215	17,215	-	**206,578**	200,600	(5,978)
5812 District Oversight Fee	-	13,271	14,614	42,809	23,261	23,261	42,809	23,261	24,604	44,356	23,037	23,037	43,175	**341,497**	330,340	(11,157)
5814 SPED Encroachment	-	3,105	3,105	5,589	5,589	5,589	5,589	5,589	5,589	5,589	5,589	5,589	5,589	**62,099**	60,279	(1,820)
5815 Public Relations/Recruitment	-	-	257	257	257	257	257	257	257	257	257	257	-	**2,575**	2,500	(74)
	24,509	40,885	45,091	82,635	63,088	63,088	75,770	58,797	60,140	79,891	55,998	55,998	48,764	**754,655**	**731,519**	**(23,136)**
Total Expenses	**273,886**	**302,653**	**328,427**	**365,971**	**346,423**	**346,197**	**351,605**	**333,979**	**334,016**	**353,114**	**329,221**	**329,221**	**48,764**	**4,043,478**	**3,649,776**	**(393,702)**
Monthly Surplus (Deficit)	**(273,463)**	**(161,127)**	**(151,644)**	**145,126**	**(77,372)**	**(64,839)**	**172,627**	**(84,684)**	**(50,041)**	**194,188**	**(82,164)**	**(82,164)**	**515,557**	**0**	**355,373**	**(355,373)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(273,463)	(161,127)	(151,644)	145,126	(77,372)	(64,839)	172,627	(84,684)	(50,041)	194,188	(82,164)	(82,164)	515,557	**0**		
Cash flows from operating activities																
Public Funding Receivables	306,209	-	27,269	-	-	25,490	81,833	-	-	-	-	-	(564,322)	**(123,521)**		
Due To/From Related Parties	3,181	161,127	124,375	(145,126)	77,372	39,349	(254,460)	84,684	50,041	(194,188)	82,164	82,164	-	**110,683**		
Accounts Payable	(35,926)	-	-	-	-	-	-	-	-	-	-	-	48,764	**12,838**		
Total Change in Cash	0	0	(0)	0	(0)	0	(0)	0	0	(0)	(0)	(0)				
Cash, Beginning of Month	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,066	2,621,065	2,621,065				
Cash, End of Month	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,066**	**2,621,065**	**2,621,065**	**2,621,065**				

School of Unlimited Learning

Monthly Cash Flow/Forecast FY27-28

Revised 12/3/2025

ADA = 184.00

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA =	184.00
State Aid - Revenue Limit																
8011 LCFF State Aid	-	124,202	124,202	223,564	223,564	223,564	223,564	223,564	223,564	223,564	223,564	223,564	223,564	**2,484,040**	2,385,623	98,417
8012 Education Protection Account	-	-	-	195,475	-	-	195,475	-	-	213,185	-	-	228,928	**833,063**	805,514	27,549
8096 In Lieu of Property Taxes	-	13,430	26,860	17,907	17,907	17,907	17,907	17,907	31,337	15,668	15,668	15,668	15,668	**223,833**	223,833	-
	-	137,632	151,062	436,945	241,470	241,470	436,945	241,470	254,900	452,417	239,232	239,232	468,159	**3,540,936**	**3,414,970**	**125,966**
Federal Revenue																
8220 Federal Child Nutrition	-	-	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	**10,000**	10,000	-
8290 Title I, Part A - Basic Low Income	-	-	18,750	-	-	18,750	-	-	18,750	-	-	-	18,750	**75,000**	75,000	-
8291 Title II, Part A - Teacher Quality	-	-	2,500	-	-	2,500	-	-	2,500	-	-	-	2,500	**10,000**	10,000	-
8296 Other Federal Revenue	-	-	-	68,176	-	-	68,176	-	-	68,176	-	-	68,176	**272,703**	267,615	5,088
	-	-	21,750	68,676	1,000	22,250	69,176	1,000	22,250	69,176	1,000	1,000	90,426	**367,703**	**362,615**	**5,088**
Other State Revenue																
8311 State Special Education	-	8,679	8,679	15,622	15,622	15,622	15,622	15,622	15,622	15,622	15,622	15,622	15,622	**173,575**	167,835	5,740
8520 Child Nutrition	-	-	80	80	160	160	160	160	160	160	160	160	160	**1,598**	1,545	53
8550 Mandated Cost	-	-	-	-	-	10,812	-	-	-	-	-	-	370	**11,182**	10,812	370
8560 State Lottery	-	-	-	-	-	-	12,558	-	-	12,558	-	-	25,116	**50,232**	50,232	-
8599 Other State Revenue	-	-	-	-	18,214	-	-	-	-	7,005	-	-	2,802	**28,021**	30,393	(2,372)
	-	8,679	8,759	15,702	33,995	26,594	28,340	15,782	15,782	35,345	15,782	15,782	44,069	**264,609**	260,818	3,791
Other Local Revenue																
8660 Interest Revenue	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
8699 School Fundraising	179	179	179	179	179	179	179	179	179	179	179	179	-	**2,151**	2,075	76
	429	429	429	429	429	429	429	429	429	429	429	429	-	**5,151**	**5,075**	**76**
Total Revenue	**429**	**146,740**	**182,000**	**521,752**	**276,895**	**290,743**	**534,890**	**258,681**	**293,361**	**557,367**	**256,443**	**256,443**	**602,655**	**4,178,399**	**4,043,478**	**134,921**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	81,949	81,949	81,949	81,949	81,949	81,949	81,949	81,949	81,949	81,949	81,949	81,949	-	**983,387**	975,894	(7,493)
1200 Pupil Support Salaries	35,256	35,256	35,256	35,256	35,256	35,256	35,256	35,256	35,256	35,256	35,256	35,256	-	**423,075**	411,672	(11,403)
1300 Administrators' Salaries	10,825	10,825	10,825	10,825	10,825	10,825	10,825	10,825	10,825	10,825	10,825	10,825	-	**129,900**	126,399	(3,501)
	128,030	128,030	128,030	128,030	128,030	128,030	128,030	128,030	128,030	128,030	128,030	128,030	-	**1,536,362**	**1,513,965**	**(22,397)**
Classified Salaries																
2200 Support Salaries	19,435	19,435	19,435	19,435	19,435	19,435	19,435	19,435	19,435	19,435	19,435	19,435	-	**233,215**	226,929	(6,286)
2400 Clerical and Office Staff Salaries	21,880	21,880	21,880	21,880	21,880	21,880	21,880	21,880	21,880	21,880	21,880	21,880	-	**262,563**	261,522	(1,041)
	41,315	41,315	41,315	41,315	41,315	41,315	41,315	41,315	41,315	41,315	41,315	41,315	-	**495,778**	**488,451**	**(7,327)**
Benefits																
3101 STRS	24,454	24,454	24,454	24,454	24,454	24,454	24,454	24,454	24,454	24,454	24,454	24,454	-	**293,445**	289,167	(4,278)
3301 OASDI	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	2,562	-	**30,738**	30,284	(454)
3311 Medicare	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	-	**29,466**	29,035	(431)
3401 Health and Welfare	14,764	14,764	14,764	14,764	14,764	14,764	14,764	14,764	14,764	14,764	14,764	14,764	-	**177,165**	179,581	2,416
3501 State Unemployment	632	632	632	632	632	632	3,160	2,528	1,264	632	632	632	-	**12,638**	13,064	425
3601 Workers' Compensation	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	-	**22,354**	22,027	(327)
3901 Other Benefits	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	-	**24,789**	24,423	(366)
	48,795	48,795	48,795	48,795	48,795	48,795	51,323	50,691	49,427	48,795	48,795	48,795	-	**590,596**	**587,580**	**(3,015)**
Books and Supplies																
4200 Books and Other Materials	233	233	233	233	233	-	-	-	-	-	-	-	-	**1,164**	1,133	(31)
4302 School Supplies	5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317	-	**63,800**	62,080	(1,720)
4305 Software	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	-	**15,875**	15,447	(428)
4310 Office Expense	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	-	**20,042**	19,502	(540)
4400 Noncapitalized Equipment	-	10,006	10,006	10,006	10,006	10,006	-	-	-	-	-	-	-	**50,029**	49,430	(598)
4700 Food Services	-	1,106	1,106	1,106	1,106	1,106	1,106	1,106	1,106	1,106	1,106	1,106	-	**12,171**	11,843	(328)
	8,543	19,655	19,655	19,655	19,655	19,422	9,416	9,416	9,416	9,416	9,416	9,416	-	**163,081**	**159,436**	**(3,645)**

School of Unlimited Learning

Monthly Cash Flow/Forecast FY27-28

Revised 12/3/2025

ADA = 184.00

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5104 Transportation	-	698	698	698	698	698	698	698	698	698	698	698	-	**7,673**	7,466	(207)
5105 Security	-	577	577	577	577	577	577	577	577	577	577	577	-	**6,350**	6,179	(171)
5106 Other Educational Consultants	-	-	25,097	25,097	25,097	25,097	25,097	25,097	25,097	25,097	25,097	25,097	-	**250,967**	215,011	(35,956)
	-	1,275	26,372	26,372	26,372	26,372	26,372	26,372	26,372	26,372	26,372	26,372	-	**264,990**	**228,656**	**(36,334)**
Operations and Housekeeping																
5201 Auto and Travel	-	192	192	192	192	192	192	192	192	192	192	192	-	**2,117**	2,060	(57)
5400 Insurance	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	2,588	-	**31,062**	30,225	(837)
5501 Utilities	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	2,910	-	**34,925**	33,983	(941)
5502 Janitorial Services	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	-	**19,579**	19,051	(528)
5900 Communications	2,337	2,337	2,337	2,337	2,337	2,337	2,337	2,337	2,337	2,337	2,337	2,337	-	**28,046**	27,290	(756)
5901 Postage and Shipping	-	-	69	69	69	69	69	69	69	69	69	69	-	**688**	669	(19)
	9,468	9,660	9,729	9,729	9,729	9,729	9,729	9,729	9,729	9,729	9,729	9,729	-	**116,416**	**113,278**	**(3,138)**
Facilities, Repairs and Other Leases																
5601 Rent	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	-	**140,818**	140,818	-
5603 Equipment Leases	441	441	441	441	441	441	441	441	441	441	441	441	-	**5,292**	5,149	(143)
5610 Repairs and Maintenance	4,414	4,414	4,414	4,414	4,414	4,414	4,414	4,414	4,414	4,414	4,414	4,414	-	**52,966**	51,490	(1,476)
	16,590	16,590	16,590	16,590	16,590	16,590	16,590	16,590	16,590	16,590	16,590	16,590	-	**199,076**	**197,457**	**(1,619)**
Professional/Consulting Services																
5801 IT	9,115	9,115	9,115	9,115	9,115	9,115	9,115	9,115	9,115	9,115	9,115	9,115	-	**109,374**	77,235	(32,139)
5802 Audit & Taxes	-	-	-	7,056	7,056	7,056	-	-	-	-	-	-	-	**21,167**	20,596	(571)
5803 Legal	882	882	882	882	882	882	882	882	882	882	882	882	-	**10,583**	10,298	(285)
5804 Professional Development	-	-	2,646	2,646	2,646	2,646	2,646	2,646	2,646	2,646	2,646	2,646	-	**26,458**	25,745	(713)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	3,646	3,646	3,646	-	-	-	**10,938**	7,724	(3,215)
5808 Printing	-	-	32	32	32	32	32	32	32	32	32	32	-	**317**	309	(9)
5811 Management Fee	17,692	17,692	17,692	17,692	17,692	17,692	17,692	17,692	17,692	17,692	17,692	17,692	-	**212,300**	206,578	(5,722)
5812 District Oversight Fee	-	13,763	15,106	43,695	24,147	24,147	43,695	24,147	25,490	45,242	23,923	23,923	46,816	**354,094**	341,497	(12,597)
5814 SPED Encroachment	-	3,211	3,211	5,780	5,780	5,780	5,780	5,780	5,780	5,780	5,780	5,780	5,780	**64,223**	62,099	(2,124)
5815 Public Relations/Recruitment	-	-	265	265	265	265	265	265	265	265	265	265	-	**2,646**	2,575	(71)
	27,688	44,662	48,948	87,160	67,613	67,613	80,105	64,204	65,547	85,298	60,334	60,334	52,596	**812,101**	**754,655**	**(57,446)**
Total Expenses	**280,428**	**309,982**	**339,432**	**377,645**	**358,098**	**357,865**	**362,879**	**346,346**	**346,425**	**365,544**	**340,580**	**340,580**	**52,596**	**4,178,399**	**4,043,478**	**(134,921)**
Monthly Surplus (Deficit)	**(279,999)**	**(163,242)**	**(157,433)**	**144,107**	**(81,203)**	**(67,121)**	**172,011**	**(87,664)**	**(53,064)**	**191,822**	**(84,137)**	**(84,137)**	**550,059**	**(0)**	**0**	**(0)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(279,999)	(163,242)	(157,433)	144,107	(81,203)	(67,121)	172,011	(87,664)	(53,064)	191,822	(84,137)	(84,137)	550,059	**(0)**		
Cash flows from operating activities																
Public Funding Receivables	432,907	-	25,116	-	-	-	106,298	-	-	-	-	-	(602,655)	**(38,333)**		
Due To/From Related Parties	(104,144)	163,242	132,317	(144,107)	81,203	67,121	(278,310)	87,664	53,064	(191,822)	84,137	84,137	-	**34,502**		
Accounts Payable	(48,764)	-	-	-	-	-	-	-	-	-	-	-	52,596	**3,832**		
Total Change in Cash	0	0	0	(0)	0	(0)	(0)	(0)	0	0	(0)	(0)				
Cash, Beginning of Month	2,621,065	2,621,065	2,621,065	2,621,066	2,621,066	2,621,066	2,621,065	2,621,065	2,621,064	2,621,065	2,621,065	2,621,065				
Cash, End of Month	**2,621,065**	**2,621,065**	**2,621,066**	**2,621,066**	**2,621,066**	**2,621,065**	**2,621,065**	**2,621,064**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**				

School of Unlimited Learning

Monthly Cash Flow/Forecast FY28-29

Revised 12/3/2025

ADA = 184.00

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 184.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	128,690	128,690	231,642	231,642	231,642	231,642	231,642	231,642	231,642	231,642	231,642	231,642	**2,573,802**	2,484,040	89,762
8012 Education Protection Account	-	-	-	195,475	-	-	195,475	-	-	213,185	-	-	256,502	**860,637**	833,063	27,574
8096 In Lieu of Property Taxes	-	13,430	26,860	17,907	17,907	17,907	17,907	17,907	31,337	15,668	15,668	15,668	15,668	**223,833**	223,833	-
	-	142,120	155,550	445,024	249,549	249,549	445,024	249,549	262,979	460,495	247,310	247,310	503,812	**3,658,272**	**3,540,936**	**117,336**
Federal Revenue																
8220 Federal Child Nutrition	-	-	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	**10,000**	10,000	-
8290 Title I, Part A - Basic Low Income	-	-	18,750	-	-	18,750	-	-	18,750	-	-	-	18,750	**75,000**	75,000	-
8291 Title II, Part A - Teacher Quality	-	-	2,500	-	-	2,500	-	-	2,500	-	-	-	2,500	**10,000**	10,000	-
8296 Other Federal Revenue	-	-	-	69,555	-	-	69,555	-	-	69,555	-	-	69,555	**278,218**	272,703	5,515
	-	-	21,750	70,055	1,000	22,250	70,555	1,000	22,250	70,555	1,000	1,000	91,805	**373,218**	**367,703**	**5,515**
Other State Revenue																
8311 State Special Education	-	8,966	8,966	16,139	16,139	16,139	16,139	16,139	16,139	16,139	16,139	16,139	16,139	**179,321**	173,575	5,745
8520 Child Nutrition	-	-	83	83	165	165	165	165	165	165	165	165	165	**1,651**	1,598	52
8550 Mandated Cost	-	-	-	-	-	10,812	-	-	-	-	-	-	740	**11,552**	11,182	370
8560 State Lottery	-	-	-	-	-	-	12,558	-	-	12,558	-	-	25,116	**50,232**	50,232	-
8599 Other State Revenue	-	-	-	-	16,784	-	-	-	-	6,456	-	-	2,582	**25,822**	28,021	(2,199)
	-	8,966	9,049	16,221	33,088	27,116	28,862	16,304	16,304	35,317	16,304	16,304	44,742	**268,578**	264,609	3,969
Other Local Revenue																
8660 Interest Revenue	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
8699 School Fundraising	186	186	186	186	186	186	186	186	186	186	186	186	-	**2,228**	2,151	77
	436	436	436	436	436	436	436	436	436	436	436	436	-	**5,228**	**5,151**	**77**
Total Revenue	**436**	**151,522**	**186,784**	**531,736**	**284,073**	**299,351**	**544,876**	**267,288**	**301,968**	**566,803**	**265,050**	**265,050**	**640,359**	**4,305,296**	**4,178,399**	**126,897**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	82,507	82,507	82,507	82,507	82,507	82,507	82,507	82,507	82,507	82,507	82,507	82,507	-	**990,081**	983,387	(6,694)
1200 Pupil Support Salaries	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	36,279	-	**435,344**	423,075	(12,269)
1300 Administrators' Salaries	11,139	11,139	11,139	11,139	11,139	11,139	11,139	11,139	11,139	11,139	11,139	11,139	-	**133,667**	129,900	(3,767)
	129,924	129,924	129,924	129,924	129,924	129,924	129,924	129,924	129,924	129,924	129,924	129,924	-	**1,559,092**	**1,536,362**	**(22,730)**
Classified Salaries																
2200 Support Salaries	19,998	19,998	19,998	19,998	19,998	19,998	19,998	19,998	19,998	19,998	19,998	19,998	-	**239,978**	233,215	(6,763)
2400 Clerical and Office Staff Salaries	27,514	27,514	27,514	27,514	27,514	27,514	27,514	27,514	27,514	27,514	27,514	27,514	-	**330,167**	262,563	(67,603)
	47,512	47,512	47,512	47,512	47,512	47,512	47,512	47,512	47,512	47,512	47,512	47,512	-	**570,145**	**495,778**	**(74,367)**
Benefits																
3101 STRS	24,816	24,816	24,816	24,816	24,816	24,816	24,816	24,816	24,816	24,816	24,816	24,816	-	**297,787**	293,445	(4,341)
3301 OASDI	2,946	2,946	2,946	2,946	2,946	2,946	2,946	2,946	2,946	2,946	2,946	2,946	-	**35,349**	30,738	(4,611)
3311 Medicare	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	-	**30,874**	29,466	(1,408)
3401 Health and Welfare	13,705	13,705	13,705	13,705	13,705	13,705	13,705	13,705	13,705	13,705	13,705	13,705	-	**164,459**	177,165	12,706
3501 State Unemployment	662	662	662	662	662	662	3,308	2,646	1,323	662	662	662	-	**13,230**	12,638	(592)
3601 Workers' Compensation	1,952	1,952	1,952	1,952	1,952	1,952	1,952	1,952	1,952	1,952	1,952	1,952	-	**23,422**	22,354	(1,068)
3901 Other Benefits	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376	-	**28,507**	24,789	(3,718)
	49,028	49,028	49,028	49,028	49,028	49,028	51,674	51,012	49,689	49,028	49,028	49,028	-	**593,628**	**590,596**	**(3,032)**
Books and Supplies																
4200 Books and Other Materials	240	240	240	240	240	-	-	-	-	-	-	-	-	**1,198**	1,164	(34)
4302 School Supplies	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	-	**65,650**	63,800	(1,850)
4305 Software	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	1,361	-	**16,335**	15,875	(460)
4310 Office Expense	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	-	**20,624**	20,042	(581)
4400 Noncapitalized Equipment	-	10,096	10,096	10,096	10,096	10,096	-	-	-	-	-	-	-	**50,482**	50,029	(454)
4700 Food Services	-	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	1,139	-	**12,524**	12,171	(353)
	8,790	20,025	20,025	20,025	20,025	19,786	9,689	9,689	9,689	9,689	9,689	9,689	-	**166,814**	**163,081**	**(3,732)**

School of Unlimited Learning

Monthly Cash Flow/Forecast FY28-29

Revised 12/3/2025

ADA = 184.00

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5104 Transportation	-	718	718	718	718	718	718	718	718	718	718	718	-	**7,895**	7,673	(223)
5105 Security	-	594	594	594	594	594	594	594	594	594	594	594	-	**6,534**	6,350	(184)
5106 Other Educational Consultants	-	-	25,825	25,825	25,825	25,825	25,825	25,825	25,825	25,825	25,825	25,825	-	**258,245**	250,967	(7,278)
	-	1,312	27,136	27,136	27,136	27,136	27,136	27,136	27,136	27,136	27,136	27,136	-	**272,675**	**264,990**	**(7,685)**
Operations and Housekeeping																
5201 Auto and Travel	-	198	198	198	198	198	198	198	198	198	198	198	-	**2,178**	2,117	(61)
5400 Insurance	2,664	2,664	2,664	2,664	2,664	2,664	2,664	2,664	2,664	2,664	2,664	2,664	-	**31,963**	31,062	(901)
5501 Utilities	2,995	2,995	2,995	2,995	2,995	2,995	2,995	2,995	2,995	2,995	2,995	2,995	-	**35,938**	34,925	(1,013)
5502 Janitorial Services	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	-	**20,147**	19,579	(568)
5900 Communications	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	2,405	-	**28,859**	28,046	(813)
5901 Postage and Shipping	-	-	71	71	71	71	71	71	71	71	71	71	-	**708**	688	(20)
	9,742	9,940	10,011	10,011	10,011	10,011	10,011	10,011	10,011	10,011	10,011	10,011	-	**119,792**	**116,416**	**(3,376)**
Facilities, Repairs and Other Leases																
5601 Rent	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	-	**140,818**	140,818	-
5603 Equipment Leases	454	454	454	454	454	454	454	454	454	454	454	454	-	**5,445**	5,292	(153)
5610 Repairs and Maintenance	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	-	**54,502**	52,966	(1,536)
	16,730	16,730	16,730	16,730	16,730	16,730	16,730	16,730	16,730	16,730	16,730	16,730	-	**200,765**	**199,076**	**(1,689)**
Professional/Consulting Services																
5801 IT	8,129	8,129	8,129	8,129	8,129	8,129	8,129	8,129	8,129	8,129	8,129	8,129	-	**97,552**	109,374	11,822
5802 Audit & Taxes	-	-	-	7,260	7,260	7,260	-	-	-	-	-	-	-	**21,780**	21,167	(614)
5803 Legal	908	908	908	908	908	908	908	908	908	908	908	908	-	**10,890**	10,583	(307)
5804 Professional Development	-	-	2,723	2,723	2,723	2,723	2,723	2,723	2,723	2,723	2,723	2,723	-	**27,225**	26,458	(767)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	3,752	3,752	3,752	-	-	-	**11,256**	10,938	(317)
5808 Printing	-	-	33	33	33	33	33	33	33	33	33	33	-	**327**	317	(9)
5811 Management Fee	18,205	18,205	18,205	18,205	18,205	18,205	18,205	18,205	18,205	18,205	18,205	18,205	-	**218,457**	212,300	(6,157)
5812 District Oversight Fee	-	14,212	15,555	44,502	24,955	24,955	44,502	24,955	26,298	46,050	24,731	24,731	50,381	**365,827**	354,094	(11,734)
5814 SPED Encroachment	-	3,317	3,317	5,971	5,971	5,971	5,971	5,971	5,971	5,971	5,971	5,971	5,971	**66,349**	64,223	(2,126)
5815 Public Relations/Recruitment	-	-	272	272	272	272	272	272	272	272	272	272	-	**2,723**	2,646	(77)
	27,242	44,771	49,142	88,003	68,455	68,455	80,743	64,947	66,290	86,042	60,972	60,972	56,353	**822,386**	**812,101**	**(10,285)**
Total Expenses	**288,969**	**319,243**	**349,509**	**388,370**	**368,823**	**368,583**	**373,420**	**356,963**	**356,983**	**376,073**	**351,003**	**351,003**	**56,353**	**4,305,296**	**4,178,399**	**(126,897)**
Monthly Surplus (Deficit)	**(288,533)**	**(167,721)**	**(162,725)**	**143,365**	**(84,750)**	**(69,233)**	**171,456**	**(89,675)**	**(55,015)**	**190,730**	**(85,953)**	**(85,953)**	**584,006**	**(0)**	**(0)**	**0**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(288,533)	(167,721)	(162,725)	143,365	(84,750)	(69,233)	171,456	(89,675)	(55,015)	190,730	(85,953)	(85,953)	584,006	**(0)**		
Cash flows from operating activities																
Public Funding Receivables	469,319	-	25,116	-	-	-	108,219	-	-	-	-	-	(640,359)	**(37,704)**		
Due To/From Related Parties	(128,190)	167,721	137,609	(143,365)	84,750	69,233	(279,676)	89,675	55,015	(190,730)	85,953	85,952	-	**33,947**		
Accounts Payable	(52,596)	-	-	-	-	-	-	-	-	-	-	-	56,353	**3,757**		
Total Change in Cash	(0)	(0)	0	0	(0)	0	(1)	0	0	(0)	0	(1)				
Cash, Beginning of Month	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065				
Cash, End of Month	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**				

School of Unlimited Learning

Monthly Cash Flow/Forecast FY29-30

Revised 12/3/2025

ADA = 184.00

	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 184.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	133,215	133,215	239,787	239,787	239,787	239,787	239,787	239,787	239,787	239,787	239,787	239,787	**2,664,296**	2,573,802	90,494
8012 Education Protection Account	-	-	-	195,475	-	-	195,475	-	-	213,185	-	-	284,387	**888,522**	860,637	27,885
8096 In Lieu of Property Taxes	-	13,430	26,860	17,907	17,907	17,907	17,907	17,907	31,337	15,668	15,668	15,668	15,668	**223,833**	223,833	-
	-	146,645	160,075	453,169	257,693	257,693	453,169	257,693	271,123	468,640	255,455	255,455	539,841	**3,776,651**	**3,658,272**	**118,379**
Federal Revenue																
8220 Federal Child Nutrition	-	-	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	**10,000**	10,000	-
8290 Title I, Part A - Basic Low Income	-	-	18,750	-	-	18,750	-	-	18,750	-	-	-	18,750	**75,000**	75,000	-
8291 Title II, Part A - Teacher Quality	-	-	2,500	-	-	2,500	-	-	2,500	-	-	-	2,500	**10,000**	10,000	-
8296 Other Federal Revenue	-	-	-	71,022	-	-	71,022	-	-	71,022	-	-	71,022	**284,086**	278,218	5,868
	-	-	21,750	71,522	1,000	22,250	72,022	1,000	22,250	72,022	1,000	1,000	93,272	**379,086**	**373,218**	**5,868**
Other State Revenue																
8311 State Special Education	-	9,257	9,257	16,663	16,663	16,663	16,663	16,663	16,663	16,663	16,663	16,663	16,663	**185,149**	179,321	5,828
8520 Child Nutrition	-	-	85	85	171	171	171	171	171	171	171	171	171	**1,705**	1,651	55
8550 Mandated Cost	-	-	-	-	-	10,812	-	-	-	-	-	-	1,115	**11,928**	11,552	375
8560 State Lottery	-	-	-	-	-	-	12,558	-	-	12,558	-	-	25,116	**50,232**	50,232	-
8599 Other State Revenue	-	-	-	-	15,335	-	-	-	-	5,898	-	-	2,359	**23,593**	25,822	(2,229)
	-	9,257	9,343	16,749	32,169	27,646	29,392	16,834	16,834	35,290	16,834	16,834	45,425	**272,607**	268,578	4,029
Other Local Revenue																
8660 Interest Revenue	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
8699 School Fundraising	192	192	192	192	192	192	192	192	192	192	192	192	-	**2,306**	2,228	78
	442	442	442	442	442	442	442	442	442	442	442	442	-	**5,306**	**5,228**	**78**
Total Revenue	**442**	**156,344**	**191,610**	**541,881**	**291,305**	**308,032**	**555,024**	**275,969**	**310,649**	**576,394**	**273,731**	**273,731**	**678,538**	**4,433,650**	**4,305,296**	**128,354**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	83,054	83,054	83,054	83,054	83,054	83,054	83,054	83,054	83,054	83,054	83,054	83,054	-	**996,647**	990,081	(6,567)
1200 Pupil Support Salaries	37,331	37,331	37,331	37,331	37,331	37,331	37,331	37,331	37,331	37,331	37,331	37,331	-	**447,969**	435,344	(12,625)
1300 Administrators' Salaries	11,462	11,462	11,462	11,462	11,462	11,462	11,462	11,462	11,462	11,462	11,462	11,462	-	**137,543**	133,667	(3,876)
	131,847	131,847	131,847	131,847	131,847	131,847	131,847	131,847	131,847	131,847	131,847	131,847	-	**1,582,160**	**1,559,092**	**(23,068)**
Classified Salaries																
2200 Support Salaries	20,578	20,578	20,578	20,578	20,578	20,578	20,578	20,578	20,578	20,578	20,578	20,578	-	**246,937**	239,978	(6,959)
2400 Clerical and Office Staff Salaries	27,647	27,647	27,647	27,647	27,647	27,647	27,647	27,647	27,647	27,647	27,647	27,647	-	**331,760**	330,167	(1,593)
	48,225	48,225	48,225	48,225	48,225	48,225	48,225	48,225	48,225	48,225	48,225	48,225	-	**578,697**	**570,145**	**(8,553)**
Benefits																
3101 STRS	25,183	25,183	25,183	25,183	25,183	25,183	25,183	25,183	25,183	25,183	25,183	25,183	-	**302,193**	297,787	(4,406)
3301 OASDI	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	-	**35,879**	35,349	(530)
3311 Medicare	2,611	2,611	2,611	2,611	2,611	2,611	2,611	2,611	2,611	2,611	2,611	2,611	-	**31,332**	30,874	(459)
3401 Health and Welfare	13,445	13,445	13,445	13,445	13,445	13,445	13,445	13,445	13,445	13,445	13,445	13,445	-	**161,337**	164,459	3,122
3501 State Unemployment	662	662	662	662	662	662	3,308	2,646	1,323	662	662	662	-	**13,230**	13,230	-
3601 Workers' Compensation	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	1,981	-	**23,769**	23,422	(348)
3901 Other Benefits	2,411	2,411	2,411	2,411	2,411	2,411	2,411	2,411	2,411	2,411	2,411	2,411	-	**28,935**	28,507	(428)
	49,282	49,282	49,282	49,282	49,282	49,282	51,928	51,266	49,943	49,282	49,282	49,282	-	**596,676**	**593,628**	**(3,048)**
Books and Supplies																
4200 Books and Other Materials	247	247	247	247	247	-	-	-	-	-	-	-	-	**1,234**	1,198	(36)
4302 School Supplies	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	5,635	-	**67,620**	65,650	(1,970)
4305 Software	1,402	1,402	1,402	1,402	1,402	1,402	1,402	1,402	1,402	1,402	1,402	1,402	-	**16,825**	16,335	(490)
4310 Office Expense	1,770	1,770	1,770	1,770	1,770	1,770	1,770	1,770	1,770	1,770	1,770	1,770	-	**21,242**	20,624	(619)
4400 Noncapitalized Equipment	-	10,163	10,163	10,163	10,163	10,163	-	-	-	-	-	-	-	**50,816**	50,482	(333)
4700 Food Services	-	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	-	**12,900**	12,524	(376)
	9,054	20,390	20,390	20,390	20,390	20,143	9,980	9,980	9,980	9,980	9,980	9,980	-	**170,637**	**166,814**	**(3,823)**

School of Unlimited Learning

Monthly Cash Flow/Forecast FY29-30

Revised 12/3/2025

ADA = 184.00

	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5104 Transportation	-	739	739	739	739	739	739	739	739	739	739	739	-	**8,132**	7,895	(237)
5105 Security	-	612	612	612	612	612	612	612	612	612	612	612	-	**6,730**	6,534	(196)
5106 Other Educational Consultants	-	-	29,158	29,158	29,158	29,158	29,158	29,158	29,158	29,158	29,158	29,158	-	**291,581**	258,245	(33,335)
	-	1,351	30,509	30,509	30,509	30,509	30,509	30,509	30,509	30,509	30,509	30,509	-	**306,443**	**272,675**	**(33,768)**
Operations and Housekeeping																
5201 Auto and Travel	-	204	204	204	204	204	204	204	204	204	204	204	-	**2,243**	2,178	(65)
5400 Insurance	2,743	2,743	2,743	2,743	2,743	2,743	2,743	2,743	2,743	2,743	2,743	2,743	-	**32,922**	31,963	(959)
5501 Utilities	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	-	**37,016**	35,938	(1,078)
5502 Janitorial Services	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	1,729	-	**20,751**	20,147	(604)
5900 Communications	2,477	2,477	2,477	2,477	2,477	2,477	2,477	2,477	2,477	2,477	2,477	2,477	-	**29,725**	28,859	(866)
5901 Postage and Shipping	-	-	73	73	73	73	73	73	73	73	73	73	-	**729**	708	(21)
	10,034	10,238	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	-	**123,386**	**119,792**	**(3,594)**
Facilities, Repairs and Other Leases																
5601 Rent	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	-	**140,818**	140,818	-
5603 Equipment Leases	467	467	467	467	467	467	467	467	467	467	467	467	-	**5,608**	5,445	(163)
5610 Repairs and Maintenance	4,678	4,678	4,678	4,678	4,678	4,678	4,678	4,678	4,678	4,678	4,678	4,678	-	**56,137**	54,502	(1,635)
	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	16,880	-	**202,564**	**200,765**	**(1,798)**
Professional/Consulting Services																
5801 IT	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	-	**125,479**	97,552	(27,927)
5802 Audit & Taxes	-	-	-	7,478	7,478	7,478	-	-	-	-	-	-	-	**22,434**	21,780	(653)
5803 Legal	935	935	935	935	935	935	935	935	935	935	935	935	-	**11,217**	10,890	(327)
5804 Professional Development	-	-	2,804	2,804	2,804	2,804	2,804	2,804	2,804	2,804	2,804	2,804	-	**28,042**	27,225	(817)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	3,864	3,864	3,864	-	-	-	**11,593**	11,256	(338)
5808 Printing	-	-	34	34	34	34	34	34	34	34	34	34	-	**337**	327	(10)
5811 Management Fee	18,751	18,751	18,751	18,751	18,751	18,751	18,751	18,751	18,751	18,751	18,751	18,751	-	**225,010**	218,457	(6,554)
5812 District Oversight Fee	-	14,664	16,007	45,317	25,769	25,769	45,317	25,769	27,112	46,864	25,545	25,545	53,984	**377,665**	365,827	(11,838)
5814 SPED Encroachment	-	3,425	3,425	6,165	6,165	6,165	6,165	6,165	6,165	6,165	6,165	6,165	6,165	**68,505**	66,349	(2,156)
5815 Public Relations/Recruitment	-	-	280	280	280	280	280	280	280	280	280	280	-	**2,804**	2,723	(82)
	30,142	48,232	52,693	92,221	72,673	72,673	84,743	69,060	70,403	90,154	64,971	64,971	60,150	**873,086**	**822,386**	**(50,701)**
Total Expenses	**295,464**	**326,445**	**360,137**	**399,665**	**380,117**	**379,871**	**384,423**	**368,078**	**368,098**	**387,189**	**362,006**	**362,006**	**60,150**	**4,433,649**	**4,305,296**	**(128,354)**
Monthly Surplus (Deficit)	**(295,022)**	**(170,101)**	**(168,528)**	**142,216**	**(88,813)**	**(71,839)**	**170,601**	**(92,109)**	**(57,449)**	**189,205**	**(88,275)**	**(88,275)**	**618,388**	**0**	**(0)**	**0**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(295,022)	(170,101)	(168,528)	142,216	(88,813)	(71,839)	170,601	(92,109)	(57,449)	189,205	(88,275)	(88,275)	618,388	**0**		
Cash flows from operating activities																
Public Funding Receivables	504,977	-	25,116	-	-	-	110,265	-	-	-	-	-	(678,538)	**(38,179)**		
Due To/From Related Parties	(153,602)	170,101	143,412	(142,216)	88,813	71,839	(280,867)	92,109	57,449	(189,205)	88,275	88,274	-	**34,382**		
Accounts Payable	(56,353)	-	-	-	-	-	-	-	-	-	-	-	60,150	**3,797**		
Total Change in Cash	0	0	0	(0)	0	0	(0)	(0)	(0)	0	0	(1)				
Cash, Beginning of Month	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,066	2,621,066	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065				
Cash, End of Month	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,066**	**2,621,066**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**				

School of Unlimited Learning

Monthly Cash Flow/Forecast FY30-31

Revised 12/3/2025

ADA = 184.00

	Jul-30	Aug-30	Sep-30	Oct-30	Nov-30	Dec-30	Jan-31	Feb-31	Mar-31	Apr-31	May-31	Jun-31	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 184.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	134,919	134,919	242,855	242,855	242,855	242,855	242,855	242,855	242,855	242,855	242,855	242,855	**2,698,388**	2,664,296	34,092
8012 Education Protection Account	-	-	-	195,475	-	-	195,475	-	-	213,185	-	-	284,387	**888,522**	888,522	-
8096 In Lieu of Property Taxes	-	13,430	26,860	17,907	17,907	17,907	17,907	17,907	31,337	15,668	15,668	15,668	15,668	**223,833**	223,833	-
	-	148,349	161,779	456,237	260,762	260,762	456,237	260,762	274,192	471,708	258,523	258,523	542,910	**3,810,743**	**3,776,651**	**34,092**
Federal Revenue																
8220 Federal Child Nutrition	-	-	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	**10,000**	10,000	-
8290 Title I, Part A - Basic Low Income	-	-	18,750	-	-	18,750	-	-	18,750	-	-	-	18,750	**75,000**	75,000	-
8291 Title II, Part A - Teacher Quality	-	-	2,500	-	-	2,500	-	-	2,500	-	-	-	2,500	**10,000**	10,000	-
8296 Other Federal Revenue	-	-	-	72,296	-	-	72,296	-	-	72,296	-	-	72,296	**289,185**	284,086	5,099
	-	-	21,750	72,796	1,000	22,250	73,296	1,000	22,250	73,296	1,000	1,000	94,546	**384,185**	**379,086**	**5,099**
Other State Revenue																
8311 State Special Education	-	9,558	9,558	17,205	17,205	17,205	17,205	17,205	17,205	17,205	17,205	17,205	17,205	**191,166**	185,149	6,017
8520 Child Nutrition	-	-	88	88	176	176	176	176	176	176	176	176	176	**1,761**	1,705	55
8550 Mandated Cost	-	-	-	-	-	10,812	-	-	-	-	-	-	1,503	**12,315**	11,928	388
8560 State Lottery	-	-	-	-	-	-	12,558	-	-	12,558	-	-	25,116	**50,232**	50,232	-
8599 Other State Revenue	-	-	-	-	13,874	-	-	-	-	5,336	-	-	2,135	**21,345**	23,593	(2,248)
	-	9,558	9,646	17,293	31,255	28,193	29,939	17,381	17,381	35,275	17,381	17,381	46,135	**276,819**	272,607	4,212
Other Local Revenue																
8660 Interest Revenue	250	250	250	250	250	250	250	250	250	250	250	250	-	**3,000**	3,000	-
8699 School Fundraising	199	199	199	199	199	199	199	199	199	199	199	199	-	**2,384**	2,306	78
	449	449	449	449	449	449	449	449	449	449	449	449	-	**5,384**	**5,306**	**78**
Total Revenue	**449**	**158,356**	**193,624**	**546,775**	**293,466**	**311,654**	**559,921**	**279,591**	**314,271**	**580,728**	**277,353**	**277,353**	**683,591**	**4,477,131**	**4,433,650**	**43,482**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	83,487	83,487	83,487	83,487	83,487	83,487	83,487	83,487	83,487	83,487	83,487	83,487	-	**1,001,848**	996,647	(5,200)
1200 Pupil Support Salaries	38,451	38,451	38,451	38,451	38,451	38,451	38,451	38,451	38,451	38,451	38,451	38,451	-	**461,408**	447,969	(13,439)
1300 Administrators' Salaries	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	11,806	-	**141,670**	137,543	(4,126)
	133,744	133,744	133,744	133,744	133,744	133,744	133,744	133,744	133,744	133,744	133,744	133,744	-	**1,604,926**	**1,582,160**	**(22,766)**
Classified Salaries																
2200 Support Salaries	21,195	21,195	21,195	21,195	21,195	21,195	21,195	21,195	21,195	21,195	21,195	21,195	-	**254,345**	246,937	(7,408)
2400 Clerical and Office Staff Salaries	27,753	27,753	27,753	27,753	27,753	27,753	27,753	27,753	27,753	27,753	27,753	27,753	-	**333,032**	331,760	(1,272)
	48,948	48,948	48,948	48,948	48,948	48,948	48,948	48,948	48,948	48,948	48,948	48,948	-	**587,377**	**578,697**	**(8,680)**
Benefits																
3101 STRS	25,545	25,545	25,545	25,545	25,545	25,545	25,545	25,545	25,545	25,545	25,545	25,545	-	**306,541**	302,193	(4,348)
3301 OASDI	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	-	**36,417**	35,879	(538)
3311 Medicare	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	-	**31,788**	31,332	(456)
3401 Health and Welfare	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	-	**158,118**	161,337	3,219
3501 State Unemployment	662	662	662	662	662	662	3,308	2,646	1,323	662	662	662	-	**13,230**	13,230	-
3601 Workers' Compensation	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010	-	**24,115**	23,769	(346)
3901 Other Benefits	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	-	**29,369**	28,935	(434)
	49,524	49,524	49,524	49,524	49,524	49,524	52,170	51,508	50,185	49,524	49,524	49,524	-	**599,579**	**596,676**	**(2,903)**
Books and Supplies																
4200 Books and Other Materials	254	254	254	254	254	-	-	-	-	-	-	-	-	**1,271**	1,234	(37)
4302 School Supplies	5,804	5,804	5,804	5,804	5,804	5,804	5,804	5,804	5,804	5,804	5,804	5,804	-	**69,648**	67,620	(2,029)
4305 Software	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	-	**17,330**	16,825	(505)
4310 Office Expense	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823	1,823	-	**21,880**	21,242	(637)
4400 Noncapitalized Equipment	-	10,180	10,180	10,180	10,180	10,180	-	-	-	-	-	-	-	**50,901**	50,816	(85)
4700 Food Services	-	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	-	**13,287**	12,900	(387)
	9,326	20,714	20,714	20,714	20,714	20,460	10,279	10,279	10,279	10,279	10,279	10,279	-	**174,317**	**170,637**	**(3,680)**

School of Unlimited Learning

Monthly Cash Flow/Forecast FY30-31

Revised 12/3/2025

ADA = 184.00

	Jul-30	Aug-30	Sep-30	Oct-30	Nov-30	Dec-30	Jan-31	Feb-31	Mar-31	Apr-31	May-31	Jun-31	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5104 Transportation	-	761	761	761	761	761	761	761	761	761	761	761	-	**8,376**	8,132	(244)
5105 Security	-	630	630	630	630	630	630	630	630	630	630	630	-	**6,932**	6,730	(202)
5106 Other Educational Consultants	-	-	27,636	27,636	27,636	27,636	27,636	27,636	27,636	27,636	27,636	27,636	-	**276,355**	291,581	15,226
	-	1,392	29,027	29,027	29,027	29,027	29,027	29,027	29,027	29,027	29,027	29,027	-	**291,663**	**306,443**	**14,780**
Operations and Housekeeping																
5201 Auto and Travel	-	210	210	210	210	210	210	210	210	210	210	210	-	**2,311**	2,243	(67)
5400 Insurance	2,826	2,826	2,826	2,826	2,826	2,826	2,826	2,826	2,826	2,826	2,826	2,826	-	**33,909**	32,922	(988)
5501 Utilities	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	3,177	-	**38,126**	37,016	(1,110)
5502 Janitorial Services	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	-	**21,374**	20,751	(623)
5900 Communications	2,551	2,551	2,551	2,551	2,551	2,551	2,551	2,551	2,551	2,551	2,551	2,551	-	**30,616**	29,725	(892)
5901 Postage and Shipping	-	-	75	75	75	75	75	75	75	75	75	75	-	**751**	729	(22)
	10,335	10,546	10,621	10,621	10,621	10,621	10,621	10,621	10,621	10,621	10,621	10,621	-	**127,087**	**123,386**	**(3,702)**
Facilities, Repairs and Other Leases																
5601 Rent	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	11,735	-	**140,818**	140,818	-
5603 Equipment Leases	481	481	481	481	481	481	481	481	481	481	481	481	-	**5,777**	5,608	(168)
5610 Repairs and Maintenance	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	-	**57,821**	56,137	(1,684)
	17,035	17,035	17,035	17,035	17,035	17,035	17,035	17,035	17,035	17,035	17,035	17,035	-	**204,416**	**202,564**	**(1,852)**
Professional/Consulting Services																
5801 IT	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	10,457	-	**125,479**	125,479	-
5802 Audit & Taxes	-	-	-	7,702	7,702	7,702	-	-	-	-	-	-	-	**23,107**	22,434	(673)
5803 Legal	963	963	963	963	963	963	963	963	963	963	963	963	-	**11,553**	11,217	(337)
5804 Professional Development	-	-	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	-	**28,883**	28,042	(841)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	3,980	3,980	3,980	-	-	-	**11,941**	11,593	(348)
5808 Printing	-	-	35	35	35	35	35	35	35	35	35	35	-	**347**	337	(10)
5811 Management Fee	19,313	19,313	19,313	19,313	19,313	19,313	19,313	19,313	19,313	19,313	19,313	19,313	-	**231,761**	225,010	(6,750)
5812 District Oversight Fee	-	14,835	16,178	45,624	26,076	26,076	45,624	26,076	27,419	47,171	25,852	25,852	54,291	**381,074**	377,665	(3,409)
5814 SPED Encroachment	-	3,537	3,537	6,366	6,366	6,366	6,366	6,366	6,366	6,366	6,366	6,366	6,366	**70,731**	68,505	(2,226)
5815 Public Relations/Recruitment	-	-	289	289	289	289	289	289	289	289	289	289	-	**2,888**	2,804	(84)
	30,733	49,104	53,659	93,636	74,089	74,089	85,934	70,367	71,710	91,462	66,163	66,163	60,657	**887,765**	**873,086**	**(14,679)**
Total Expenses	**299,644**	**331,006**	**363,271**	**403,249**	**383,701**	**383,447**	**387,758**	**371,529**	**371,549**	**390,639**	**365,340**	**365,340**	**60,657**	**4,477,131**	**4,433,649**	**(43,482)**
Monthly Surplus (Deficit)	**(299,196)**	**(172,649)**	**(169,647)**	**143,526**	**(90,235)**	**(71,793)**	**172,163**	**(91,938)**	**(57,278)**	**190,089**	**(87,988)**	**(87,988)**	**622,934**	**0**	**0**	**0**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(299,196)	(172,649)	(169,647)	143,526	(90,235)	(71,793)	172,163	(91,938)	(57,278)	190,089	(87,988)	(87,988)	622,934	**0**		
Cash flows from operating activities																
Public Funding Receivables	541,012	-	25,116	-	-	-	112,410	-	-	-	-	-	(683,591)	**(5,053)**		
Due To/From Related Parties	(181,666)	172,649	144,531	(143,526)	90,235	71,793	(284,572)	91,938	57,278	(190,089)	87,987	87,988	-	**4,546**		
Accounts Payable	(60,150)	-	-	-	-	-	-	-	-	-	-	-	60,657	**507**		
Total Change in Cash	1	(0)	0	0	(0)	(0)	0	0	0	0	(1)	0				
Cash, Beginning of Month	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065				
Cash, End of Month	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**				

School of Unlimited Learning (1030642) - NEWEST	v.26.2					PY3	v.26.2	8.01.2025				PY2
LOCAL CONTROL FUNDING FORMULA						**2022-23**						**2023-24**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		13.26%	0.00%	84.63%	84.63%			8.22%	0.00%	87.96%	87.96%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 9,166	$ 953	$ 1,713	$ 1,949	$ -	-	$ 9,919	$ 1,032	$ 1,926	$ 2,346	$ -
Grades 4-6	-	9,304		1,575	1,792	-	-	10,069		1,771	2,157	-
Grades 7-8	-	9,580		1,622	1,845	-	-	10,367		1,824	2,221	-
Grades 9-12	185.51	11,102	289	1,928	2,194	2,877,796	198.66	12,015	312	2,169	2,641	3,404,337
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 2,059,532	$ 53,612	$ 357,671	$ 406,981	$ 2,877,796		$ 2,386,900	$ 61,982	$ 430,807	$ 524,648	$ 3,404,337
NSS Allowance		-				-		-				-
TOTAL BASE	185.51	$ 2,059,532	$ 53,612	$ 357,671	$ 406,981	$ 2,877,796	198.66	$ 2,386,900	$ 61,982	$ 430,807	$ 524,648	$ 3,404,337
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	$ 2,813.00		-	TK ADA	-	TK Add-on rate	$ 3,044.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 2,877,796						$ 3,404,337
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 2,877,796**						**$ 3,404,337**
Local Revenue (including RDA)						(198,251)						(233,016)
Gross State Aid						**$ 2,679,545**						**$ 3,171,321**
Education Protection Account Entitlement						(182,178)						(362,148)
Net State Aid						**$ 2,497,367**						**$ 2,809,173**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2022-23 ADA		N/A			12-13 Rate	2023-24 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 6,185.00	185.51		$ 1,147,379			$ 6,185.00	198.66		$ 1,228,712
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(198,251)						(233,016)
Less Education Protection Account Entitlement						(182,178)						(362,148)
Subtotal State Aid for Historical RL/Charter General BG						**$ 766,950**						**$ 633,548**
Categorical Minimum State Aid						208,619						208,619
Charter School Categorical Block Grant adjusted for ADA			873.71	185.51		162,082			873.71	198.66		173,571
Minimum State Aid Guarantee Before Proration Factor						**$ 1,137,651**						**$ 1,015,738**
Proration Factor												0.00%
Minimum State Aid Guarantee						**$ 1,137,651**						**$ 1,015,738**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						2,877,796						3,404,337
Minimum State Aid plus Property Taxes including RDA						1,335,902						1,248,754
Offset						-						-
Minimum State Aid Prior to Offset						1,137,651						1,015,738
Total Minimum State Aid with Offset						1,137,651						1,015,738
State Aid Before Additional State Aid						**$ 2,497,367**						**$ 2,809,173**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 2,497,367**						**$ 2,809,173**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 2,877,796**						**$ 3,404,337**
Change Over Prior Year									18.30%	526,541		
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 15,513						17,136
Per-ADA Change Over Prior Year									10.46%	1,623		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
						2022-23				Increase		2023-24
State Aid						$ 2,497,367			12.49%	311,806		$ 2,809,173
Education Protection Account						182,178						362,148
Property Taxes Net of In-Lieu Transfers						-			0.00%	-		-
Charter In-Lieu Taxes						198,251			17.54%	34,765		233,016
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						**$ 2,877,796**			12.04%	346,571		**$ 3,404,337**

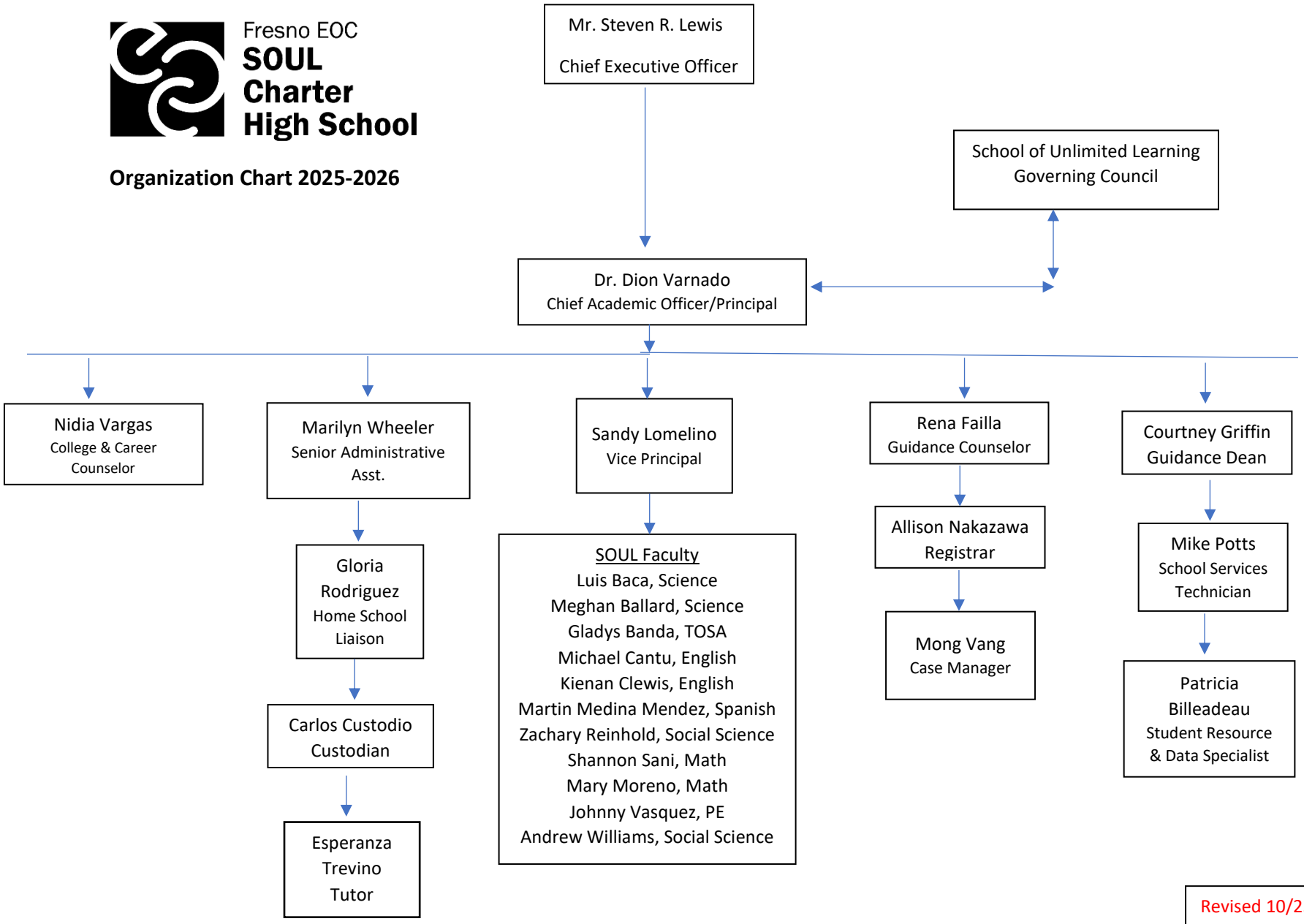
School of Unlimited Learning (1030642) - NEWEST	v.26.2					PY1	v.26.2	8.01.2025				CY
LOCAL CONTROL FUNDING FORMULA						**2024-25**						**2025-26**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		1.07%	0.00%	90.94%	88.40%			2.30%	0.00%	95.72%	88.40%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 10,025	$ 1,043	$ 2,013	$ 2,403	$ -	-	$ 10,256	$ 1,067	$ 2,168	$ 2,458	$ -
Grades 4-6	-	10,177		1,851	2,209	-	-	10,411		1,993	2,260	-
Grades 7-8	-	10,478		1,906	2,275	-	-	10,719		2,052	2,327	-
Grades 9-12	181.26	12,144	316	2,266	2,705	3,159,596	185.00	12,423	323	2,440	2,767	3,321,351
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 2,201,221	$ 57,279	$ 410,776	$ 490,320	$ 3,159,596		$ 2,298,255	$ 59,755	$ 451,417	$ 511,924	$ 3,321,351
NSS Allowance			-			-			-			-
TOTAL BASE	181.26	$ 2,201,221	$ 57,279	$ 410,776	$ 490,320	$ 3,159,596	185.00	$ 2,298,255	$ 59,755	$ 451,417	$ 511,924	$ 3,321,351
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	$ 3,077.00		-	TK ADA	-	TK Add-on rate	$ 5,545.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 3,159,596						$ 3,321,351
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 3,159,596**						**$ 3,321,351**
Local Revenue (including RDA)						(223,833)						(223,833)
Gross State Aid						**$ 2,935,764**						**$ 3,097,519**
Education Protection Account Entitlement						(752,939)						(786,150)
Net State Aid						**$ 2,182,825**						**$ 2,311,369**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2024-25 ADA		N/A			12-13 Rate	2025-26 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 6,185.00	181.26		$ 1,121,093			$ 6,185.00	185.00		$ 1,144,225
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(223,833)						(223,833)
Less Education Protection Account Entitlement						(752,939)						(786,150)
Subtotal State Aid for Historical RL/Charter General BG						**$ 144,322**						**$ 134,243**
Categorical Minimum State Aid						208,619						208,619
Charter School Categorical Block Grant adjusted for ADA			873.71	181.26		158,369			873.71	185.00		161,636
Minimum State Aid Guarantee Before Proration Factor						**$ 511,310**						**$ 504,498**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ 511,310**						**$ 504,498**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						3,159,596						3,321,351
Minimum State Aid plus Property Taxes including RDA						735,142						728,330
Offset						-						-
Minimum State Aid Prior to Offset						511,310						504,498
Total Minimum State Aid with Offset						511,310						504,498
State Aid Before Additional State Aid						**$ 2,182,825**						**$ 2,311,369**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 2,182,825**						**$ 2,311,369**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple						**$ 3,159,596**						**$ 3,321,351**
Change Over Prior Year			-7.19%	(244,741)					5.12%	161,755		
LCFF Entitlement Per ADA (excluding Categorical MSA)						17,431						17,953
Per-ADA Change Over Prior Year			1.72%	295					2.99%	522		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2024-25				Increase		2025-26
State Aid			-22.30%	(626,348)		$ 2,182,825			5.89%	128,544		$ 2,311,369
Education Protection Account						752,939						786,150
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes			-3.94%	(9,184)		223,833			0.00%	-		223,833
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			-18.67%	(635,532)		**$ 3,159,597**			4.07%	128,544		**$ 3,321,352**

School of Unlimited Learning (1030642) - NEWEST	v.26.2	CY1	v.26.2	CY2
LOCAL CONTROL FUNDING FORMULA		**2026-27**		**2027-28**
LCFF ENTITLEMENT CALCULATION				
	COLA & Augmentation	3.02%	COLA & Augmentation	3.42%
	Base Grant Proration	0.00%	Base Grant Proration	0.00%
	Unduplicated Pupil Percentage	98.16% / 88.40%	Unduplicated Pupil Percentage	100.00% / 88.40%
Calculation Factors				
	Current Year ADA	Base / Grade Span / Supplemental / Concentration / Total	Current Year ADA	Base / Grade Span / Supplemental / Concentration / Total
Grades TK-3	-	$ 10,566 / $ 1,099 / $ 2,290 / $ 2,532 / $ -	-	$ 10,927 / $ 1,136 / $ 2,413 / $ 2,619 / $ -
Grades 4-6	-	10,725 / 2,106 / 2,328 / -	-	11,092 / 2,218 / 2,408 / -
Grades 7-8	-	11,043 / 2,168 / 2,397 / -	-	11,421 / 2,284 / 2,479 / -
Grades 9-12	184.00	12,798 / 333 / 2,578 / 2,851 / 3,414,970	184.00	13,236 / 344 / 2,716 / 2,948 / 3,540,936
Subtract Necessary Small School ADA and Funding	-	- / - / - / - / -	-	- / - / - / - / -
Total Base, Supplemental, and Concentration Grant		$ 2,354,832 / $ 61,272 / $ 474,330 / $ 524,536 / $ 3,414,970		$ 2,435,424 / $ 63,296 / $ 499,744 / $ 542,472 / $ 3,540,936
NSS Allowance		-		-
TOTAL BASE	184.00	$ 2,354,832 / $ 61,272 / $ 474,330 / $ 524,536 / $ 3,414,970	184.00	$ 2,435,424 / $ 63,296 / $ 499,744 / $ 542,472 / $ 3,540,936
ADD ONS:				
Targeted Instructional Improvement Block Grant		$ -		$ -
Home-to-School Transportation (COLA added commencing 2023-24)		-		-
Small School District Bus Replacement Program (COLA added commencing 2023-24)		-		-
Transitional Kindergarten (Commencing 2022-23)	TK ADA -	TK Add-on rate $ 5,712.00 -	TK ADA -	TK Add-on rate $ 5,907.00 -
ECONOMIC RECOVERY TARGET PAYMENT		-		-
LCFF Entitlement Before Adjustments		$ 3,414,970		$ 3,540,936
Miscellaneous Adjustments		-		-
ADJUSTED LCFF ENTITLEMENT		**$ 3,414,970**		**$ 3,540,936**
Local Revenue (including RDA)		(223,833)		(223,833)
Gross State Aid		**$ 3,191,138**		**$ 3,317,104**
Education Protection Account Entitlement		(805,514)		(833,063)
Net State Aid		**$ 2,385,624**		**$ 2,484,041**
MINIMUM STATE AID CALCULATION				
	12-13 Rate / 2026-27 ADA	N/A	12-13 Rate / 2027-28 ADA	N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ 6,185.00 / 184.00	$ 1,138,040	$ 6,185.00 / 184.00	$ 1,138,040
2012-13 NSS Allowance (deficited)	$ -	-	$ -	-
Minimum State Aid Adjustments		-		-
Less Current Year Property Taxes/In-Lieu		(223,833)		(223,833)
Less Education Protection Account Entitlement		(805,514)		(833,063)
Subtotal State Aid for Historical RL/Charter General BG		**$ 108,694**		**$ 81,145**
Categorical Minimum State Aid		208,619		208,619
Charter School Categorical Block Grant adjusted for ADA	873.71 / 184.00	160,763	873.71 / 184.00	160,763
Minimum State Aid Guarantee Before Proration Factor		**$ 478,076**		**$ 450,527**
Proration Factor		0.00%		0.00%
Minimum State Aid Guarantee		**$ 478,076**		**$ 450,527**
CHARTER SCHOOL MINIMUM STATE AID OFFSET				
LCFF Entitlement		3,414,970		3,540,936
Minimum State Aid plus Property Taxes including RDA		701,908		674,359
Offset		-		-
Minimum State Aid Prior to Offset		478,076		450,527
Total Minimum State Aid with Offset		478,076		450,527
State Aid Before Additional State Aid		**$ 2,385,624**		**$ 2,484,041**
ADDITIONAL STATE AID		**$ -**		**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee		**$ 2,385,624**		**$ 2,484,041**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple		**$ 3,414,970**		**$ 3,540,936**
Change Over Prior Year	2.82% / 93,619		3.69% / 125,966	
LCFF Entitlement Per ADA (excluding Categorical MSA)		18,560		19,244
Per-ADA Change Over Prior Year	3.38% / 607		3.69% / 684	
Basic Aid Status (school districts only)		-		-
LCFF SOURCES INCLUDING EXCESS TAXES				
	Increase	2026-27	Increase	2027-28
State Aid	3.21% / 74,255	$ 2,385,624	4.13% / 98,417	$ 2,484,041
Education Protection Account		805,514		833,063
Property Taxes Net of In-Lieu Transfers	0.00% / -	-	0.00% / -	-
Charter In-Lieu Taxes	0.00% / -	223,833	0.00% / -	223,833
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	2.24% / 74,255	**$ 3,414,971**	2.88% / 98,417	**$ 3,540,937**

School of Unlimited Learning (1030642) - NEWEST	v.26.2	CY3	v.26.2	CY4
LOCAL CONTROL FUNDING FORMULA		**2028-29**		**2029-30**
LCFF ENTITLEMENT CALCULATION				
	COLA & Augmentation	3.31%	COLA & Augmentation	3.24%
	Base Grant Proration	0.00%	Base Grant Proration	0.00%
	Unduplicated Pupil Percentage	100.00% 88.40%	Unduplicated Pupil Percentage	100.00% 88.40%
Calculation Factors				
	Current Year ADA / Base / Grade Span / Supplemental / Concentration / Total		Current Year ADA / Base / Grade Span / Supplemental / Concentration / Total	
Grades TK-3	- $ 11,289 $ 1,174 $ 2,493 $ 2,706 $ -		- $ 11,655 $ 1,212 $ 2,573 $ 2,793 $ -	
Grades 4-6	- 11,459 2,292 2,488 -		- 11,830 2,366 2,568 -	
Grades 7-8	- 11,799 2,360 2,562 -		- 12,181 2,436 2,644 -	
Grades 9-12	184.00 13,674 356 2,806 3,046 3,658,272		184.00 14,117 367 2,897 3,144 3,776,651	
Subtract Necessary Small School ADA and Funding	- - - - - -		- - - - - -	
Total Base, Supplemental, and Concentration Grant	$ 2,516,016 $ 65,504 $ 516,304 $ 560,448 $ 3,658,272		$ 2,597,528 $ 67,528 $ 533,011 $ 578,584 $ 3,776,651	
NSS Allowance	-	-	-	-
TOTAL BASE	184.00 $ 2,516,016 $ 65,504 $ 516,304 $ 560,448 $ 3,658,272		184.00 $ 2,597,528 $ 67,528 $ 533,011 $ 578,584 $ 3,776,651	
ADD ONS:				
Targeted Instructional Improvement Block Grant		$ -		$ -
Home-to-School Transportation (COLA added commencing 2023-24)		-		-
Small School District Bus Replacement Program (COLA added commencing 2023-24)		-		-
Transitional Kindergarten (Commencing 2022-23)	TK ADA - TK Add-on rate $ 6,103.00	-	TK ADA - TK Add-on rate $ 6,301.00	-
ECONOMIC RECOVERY TARGET PAYMENT		-		-
LCFF Entitlement Before Adjustments		$ 3,658,272		$ 3,776,651
Miscellaneous Adjustments		-		-
ADJUSTED LCFF ENTITLEMENT		**$ 3,658,272**		**$ 3,776,651**
Local Revenue (including RDA)		(223,833)		(223,833)
Gross State Aid		**$ 3,434,440**		**$ 3,552,819**
Education Protection Account Entitlement		(860,637)		(888,522)
Net State Aid		**$ 2,573,803**		**$ 2,664,297**
MINIMUM STATE AID CALCULATION				
	12-13 Rate / 2028-29 ADA / N/A		12-13 Rate / 2029-30 ADA / N/A	
2012-13 RL/Charter Gen BG adjusted for ADA	$ 6,185.00 184.00	$ 1,138,040	$ 6,185.00 184.00	$ 1,138,040
2012-13 NSS Allowance (deficited)	$ -	-	$ -	-
Minimum State Aid Adjustments		-		-
Less Current Year Property Taxes/In-Lieu		(223,833)		(223,833)
Less Education Protection Account Entitlement		(860,637)		(888,522)
Subtotal State Aid for Historical RL/Charter General BG		**$ 53,571**		**$ 25,686**
Categorical Minimum State Aid		208,619		208,619
Charter School Categorical Block Grant adjusted for ADA	873.71 184.00	160,763	873.71 184.00	160,763
Minimum State Aid Guarantee Before Proration Factor		**$ 422,953**		**$ 395,068**
Proration Factor		0.00%		0.00%
Minimum State Aid Guarantee		**$ 422,953**		**$ 395,068**
CHARTER SCHOOL MINIMUM STATE AID OFFSET				
LCFF Entitlement		3,658,272		3,776,651
Minimum State Aid plus Property Taxes including RDA		646,785		618,900
Offset		-		-
Minimum State Aid Prior to Offset		422,953		395,068
Total Minimum State Aid with Offset		422,953		395,068
State Aid Before Additional State Aid		**$ 2,573,803**		**$ 2,664,297**
ADDITIONAL STATE AID		**$ -**		**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee		**$ 2,573,803**		**$ 2,664,297**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple		**$ 3,658,272**		**$ 3,776,651**
Change Over Prior Year	3.31% 117,336		3.24% 118,379	
LCFF Entitlement Per ADA (excluding Categorical MSA)		19,882		20,525
Per-ADA Change Over Prior Year	3.32% 638		3.23% 643	
Basic Aid Status (school districts only)		-		-
LCFF SOURCES INCLUDING EXCESS TAXES				
	Increase	2028-29	Increase	2029-30
State Aid	3.61% 89,762	$ 2,573,803	3.52% 90,494	$ 2,664,297
Education Protection Account		860,637		888,522
Property Taxes Net of In-Lieu Transfers	0.00% -	-	0.00% -	-
Charter In-Lieu Taxes	0.00% -	223,833	0.00% -	223,833
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	2.53% 89,762	**$ 3,658,273**	2.65% 90,494	**$ 3,776,652**

Fresno EOC
SOUL Charter High School

Organization Chart 2025-2026



Revised 10/23/25

STATE OF CALIFORNIA

DEPARTMENT OF STATE

ENDORSED COPY

To all whom these presents shall come, Greetings:

I, FRANK M. JORDAN, Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the RECORD on file in my office, of which it purports to be a copy, and that the same is full, true and correct.

In testimony whereof, *I,* **FRANK M. JORDAN,** *Secretary of State, have hereunto caused the Great Seal of the State of California to be affixed and my name subscribed, at the City of Sacramento, in the State of California,*
this AUG 31 1965

Frank M. Jordan
Secretary of State

By Walter L. Mueller
Assistant Secretary of State

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ENDORSED
FILED
In the office of the Secretary of State
of the State of California
AUG 30 1965
FRANK M. JORDAN, Secretary of State
By Bill Holden
Deputy

FRESNO COUNTY ECONOMIC OPPORTUNITIES COMMISSION 446314

KNOW ALL MEN BY THESE PRESENTS:

That we, the undersigned, for the purpose of forming a corporation under Part 1, of Division 2, of Title 1, of the Corporations Code of the State of California, also known as the General and Non-Profit Corporation Law, do certify:

FIRST: That the name of the corporation is, FRESNO COUNTY ECONOMIC OPPORTUNITIES COMMISSION.

SECOND: That the purposes are as follows:

(a) To develop, conduct and administer the programs as established by the Economic Opportunity Act of 1964;

(b) To identify and diagnose areas of poverty in this county;

(c) To develop a comprehensive plan to combat and prevent poverty in Fresno County;

(d) To encourage, stimulate and assist in the development of anti-poverty action projects by non-profit voluntary and public organizations and indigenous poverty groups;

(e) To review and coordinate anti-poverty proposals and process those approved through channels to the funding source;

(f) To effect sound relationships between local community action programs and activities administered under other provisions of the act, as well as programs, resulting from other legislation consistent with the aims of the economic opportunity act.

SECONDARY PURPOSES:

That in addition to the primary purposes above outlined the corporation shall have the further general purposes and powers, as follows:

(a) To act as agent or representative of any member or members in any activities of the corporation;

(b) To buy, sell, lease, hold and exercise all privileges of ownership over such real or personal property as may be necessary or convenient for the conduct and operation of any other business of the corporation, or incidental to.

(c) To borrow money and to give a lien on any of its property and

provide any other security for the repayment thereof, in any manner permitted by law;

(d) To acquire any real estate or interest or right in land, or pertinent thereto, any and all property in connection therewith.

(e) To construct, operate, maintain and improve, and to sell, convey, assign, mortgage or lease any real estate, and any personal property;

(f) To borrow money and issue evidence of indebtedness in furtherance of any and all of the objects of its corporate business; to secure the same by mortgage, deed of trust, pledge or other lien.

(g) To enter into, perform and carry out contracts of any kind necessary to, or in connection with, or incidental to the accomplishment of any one or more of the purposes of this corporation.

(h) To have and exercise all powers, rights and privileges conferred on corporations by the laws of this state, and all powers and rights necessary, incidental or conducive to carrying out the object and purposes for which this corporation is formed, except such as are inconsistent with the expressed provisions of the acts under which it is performed.

The foregoing shall be construed as both primary and secondary purposes, objects and powers, and the enumeration thereof shall not be construed to limit or restrict, in any manner, the general powers conferred on this corporation by the laws of this state, all of which powers are expressly claimed.

THIRD: This is a non-profit corporation organized under the laws of the State of California, relating to non-profit corporation, and does not contemplate the distribution of claims, profits or dividends to the members thereof, and that no part of the earnings of the corporation shall enure to the benefit of any member, trustee, officer or individual.

FOURTH: That the corporation shall not carry on propaganda, or otherwise attempt to influence legislation.

FIFTH: That the principal office for the transaction of the business of this corporation shall be located in the County of Fresno, State of California.

SIXTH: That the Board of Directors of the corporation shall be known and described as "The Board of Directors," and that the directors of the corporation shall be known and described as "Directors."

(a) That the number of directors of the corporation shall be not less than 25, nor more than 50, provided that said minimum and maximum number may be changed by the By-Laws duly adopted by members of this corporation.

(b) That the qualifications, powers, duties, tenures of officers or directors, and the manner in which they shall be chosen, shall be prescribed and set forth in the By-Laws of the corporation.

(c) That the names and addresses of the persons that are to act as directors, until the selection of their successors, are:

Robert B. Moore
38-8 No. Orchard
Fresno, California

Rito Serrano
1005 Irwin Ave.
Fresno, Calif.

Reed K. Clegg
P. O. Box 1912
Fresno, Calif.

Percy Brown
2340 S. Bardell
Fresno, California

Willie Brown
P. O. Box 326
Riverdale, Calif.

Roy Greenaway
Security Bank Bldg.
Fresno, Calif.

Norman H. Fries
10364 S. Bryan
Raisin City, Calif.

Lloyd Ghilardi
2913 "D" St.
Selma, Calif.

Casimiro Lopez
P. O. Box 592
Parlier, Calif.

Hugh W. Goodwin
1745 "L" Street
Fresno, Calif.

Henry Jones
4692 N. Blackstone
Fresno, Calif.

William Meux
605 Security Bank Bldg.
Fresno, Calif.

Reverend Roger Mahony
1229 "F" Street
Fresno, Calif.

Willard Marsh
1030 "O" Street
Fresno, Calif.

Chester Mucker
1222 E. Kaviland
Fresno, Calif.

Joseph O. Mueller
Mason Bldg. Rm. 202
Fresno, Calif.

Mrs. Mendosia Murphy
P.O. Box 911
Firebaugh, Calif.

Leland E. Scott
915 Van Ness Ave.
Fresno, Calif.

Bobby G. Russell
437 9th Street
Orange Cove, Calif.

Mrs. Ann Rubio
366 W. Pinedale
Pinedale, Calif.

James E. Soit
2314 Mariposa St.
Fresno, Calif.

Dr. Dallas A. Tueller
Fresno State College
Fresno, Calif.

John Trujillo
P. O. Box 584
Mendota, Calif.

John Lindberg
402 Crocker Citizens Bank
Fresno, Calif.

SEVENTH: That the corporation shall have perpetual existance.

EIGHTH: That the members of the corporation shall not be personally liable for debts, liabilities or obligations of the corporation.

NINTH: That the authorized number and qualifications of the members

of the corporation, the different class of members, if any, the property, voting, and other rights and privileges of each class of membership, and the liability of each or all classes to dues or assessments, or the methods of collection thereof, shall be prescribed and set forth in the By-Laws of the corporation.

TENTH: Upon the dissolution or winding up of the corporation, after paying or adequately providing for the debts and obligations of the corporation, the directors or other persons in charge of the liquidation, unless the corporation holds its assets in any trust, shall distribute any remaining assets to a non-profit tax exempt fund, foundation or corporation, organized and operated for charitable, religious, scientific or educational purposes which shall be selected by said directors or other persons in charge of liquidations; that if the corporation holds its assets in trust, the assets shall be disposed of in such manner as shall be directed by the decree of the Superior Court in the County in which the corporation has its principal office, upon the petition therefor by the Attorney General or any person concerned in liquidation.

ELEVENTH: This corporation is the incorporation of a previously unincorporated association, and that the name of said unincorporated association was "Fresno Economic Opportunity Commission, Inc."

IN WITNESS WHEREOF, we have hereunto set forth our hand this 20th day of August, 1965.

Robert B. Moore - Acting Chairman

John Lindberg - Acting Secretary

Incorporating Committee:

Roy Greenaway

Henry James

Reed K. Clegg

Bobby G. Russell

Norman H. Pyne

Robert B. Moore - Incorporator

STATE OF CALIFORNIA)
: SS
COUNTY OF FRESNO)

On this 20th day of August, 1965, before me, the undersigned, a Notary Public in and for the State of California, with principal office in the County of Fresno, residing therein, duly commissioned and sworn, personally appeared ROBERT B. MOORE and JOHN LINDBERG, known to me to be the persons described in, whose names are subscribed to and who executed the within instrument and acknowledged that they executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at my office in said County the day and year in this certificate first above written.

Notary Public

GILBERT D. LOPEZ
NOTARY PUBLIC - CALIFORNIA
PRINCIPAL OFFICE IN
FRESNO COUNTY

MY COMMISSION EXPIRES FEBRUARY 2, 1967

STATE OF CALIFORNIA)
: SS
COUNTY OF FRESNO)

We, the undersigned, ROBERT B. MOORE and JOHN LINDBERG, being the Chairman and Secretary of the afore-mentioned unincorporate association, to wit,"Fresno Economic Opportunity Commission, Inc." being first duly sworn, depose and say:

That the "Fresno Economic Opportunity Commission, Inc.," has authorized its incorporation and has authorized said ROBERT B. MOORE as Chairman and JOHN LINDBERG, as Secretary, to execute the Articles of Incorporation at a meeting duly held on the 4th day of August, 1965.

I, ROBERT B. MOORE, and I, JOHN LINDBERG, do swear under the penalty of perjury that the foregoing is true and correct.

Robert B. Moore

John Lindberg

FRESNO COUNTY ECONOMIC OPPORTUNITIES COMMISSION

BYLAWS

MODIFIED DECEMBER 2024

BYLAWS

ARTICLE I. NAME

The corporation's name shall be the Fresno County Economic Opportunities Commission. The corporation may be referred to herein as "Corporation" or "Agency."

ARTICLE II. PURPOSES & LIMITATIONS

1. **Purposes:** This Corporation is a California nonprofit public benefit corporation organized under the Nonprofit Public Benefit Corporation Law. This Corporation is organized and operated exclusively for charitable purposes within the meaning of Section 01(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue Law. The specific and primary purposes of this Corporation are to undertake various charitable endeavors related to (i) developing, conducting and administering programs as a Community Act Agency formed under the Economic Opportunity Act of 1964, as subsequently amended; (ii) identifying areas of poverty in Fresno County; (iii) encouraging, stimulating and assisting in the development of anti-poverty projects, as well as promote self-sufficiency, by non-profit and public organizations; and (iv) implementing various economic development and service programs in Fresno County in such as areas as transportation, education, job training, nutrition, and related activities. This Corporation is also authorized to receive contributions and grants and to make donations to, and otherwise aid and support, legally permissible undertakings consistent with the above-stated purposes.

2. **Limitations:** Notwithstanding any of the above statements of purposes and powers, this Corporation shall not, except to an insubstantial degree, engage in any activities, or exercise any powers that are not in furtherance of the specific and primary purposes of this Corporation and this Corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or (ii) corporate contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE III. AUTHORITY AND RESPONSIBILITY OF THE BOARD OF COMMISSIONERS

The Corporation's Board of Commissioners (hereafter sometimes referred to as "Board" or "Commission") shall supervise, control and direct the business and affairs of the Corporation. All Commissioners shall participate in the development, planning, implementation and evaluation of the programs offered by the Corporation in its service of low-income individuals and families.

Commissioners shall be focused on the total problem of poverty in the County as well as with the interests of their respective target areas and appointing entities. The Commissioners shall be responsible for reporting back to their appointing entities and target areas as well as informing the Commission as a whole regarding the problems and relevant activities of their areas and appointing entities.

ARTICLE IV. COMPOSITION OF THE BOARD

Section 1: Community Services Block Grant (CSBG) Board Composition Requirements:

The Board shall consist of no more than twenty-four (24) Commissioners, one-third from each sector described in this section below (the "Tripartite"). The number of Commissioners may not be increased or decreased without a resolution of the Board, provided that no decrease shall have the effect of shortening the term of any incumbent Commissioner and the total number of Commissioners is divisible by three.

Public Sector Commissioners. One-third of the Tripartite Board shall be elected or public officials, or their appointed representatives;

Target Area Commissioners. One-third of the Tripartite Board shall be persons chosen in accordance with democratic selection procedures adequate to assure that these Commissioners are representative of low-income individuals and families in the neighborhood served; reside in the neighborhood served; and are able to participate actively in the development, planning,

implementation, and evaluation of the Corporation's programs; and

Community Sector Commissioners. One—third of the Tripartite Board shall be officials or members of business, industry, labor, religious, law enforcement, education, social services, and/or multi-cultural organizations**,** or other major groups and interests in the community served.

Section 2: Head Start Board Composition Requirements

In order to meet Head Start requirements, the Board must also include:

A. At least one Commissioner with a background and expertise in fiscal management or accounting.

B. At least one Commissioner with a background and expertise in early childhood education and development.

C. At least one Commissioner who is a licensed attorney familiar with issues that come before the governing body.

However, if a person described in any one of the three preceding sentences is not available to serve as a Commissioner, the Board shall use a consultant, or another individual with relevant expertise, with the required qualifications, who shall work directly with the Board.

D. One Commissioner shall represent the Head Start Policy Council, which shall be a Community Sector Commissioner.

ARTICLE V. SELECTION OF COMMISSIONERS

Each prospective Commissioner from each sector shall complete the Corporation's application prior to appointment. For Public Sector Commissioners, the appointing agency shall supply the application to the prospective Commissioner and provide a completed application to the Corporation prior to appointment. After each prospective Commissioner has been selected to serve on the Board through the appropriate selection process described in the policies and procedures for the sector in which he or she proposes to serve, and has been determined by the Board (or a Committee thereof) to meet the qualifications set by the Board from time to time for service as a Commissioner, the Board shall vote to accept the prospective Commissioner on to the Board. Each Commissioner must (i) be a resident of Fresno County; and (ii) have a strong awareness of poverty in the community in which they live and a desire to implement solutions to address poverty.

A. Public Sector Commissioners. Public Sector Commissioners appointed from the following shall be considered for election to the Board:

One Commissioner appointed by the Mayor of the City of Fresno;

Two Commissioners appointed by the Fresno County Board of Supervisors;
One Commissioner appointed by the Fresno County Superior Court Presiding Judge sitting in the Juvenile Department;

One Commissioner appointed by the State Center Community College District Board of Trustees;

One Commissioner appointed by a member of the California Assembly;
One Commissioner appointed by a member of the California Senate; and
One Commissioner appointed by a member of the U.S. Congress.

B. Target Area Commissioners. Target Area Commissioners shall be elected by members of the respective areas hereinafter "Target Area" in accordance with Policies and Procedures established by the Commission, under elections that are run by the Internal Audit department

and supervised by the Selection Committee appointed by the Board Chair. Emphasis should be given to providing maximum participation of low-income persons in the selection process of Target Area Commissioners, who shall be duly elected from areas within Fresno County that insure equal target area rural and urban representation and adopted by the Commission.

C. Community Sector Commissioners. Community Sector Commissioners may consist of representatives of business, industry, labor, religious, law enforcement, youth, education, social services, and/or multicultural organizations (each a "Community Sector Organization") that can contribute or mobilize economic and human resources, ethnic and racial diversity and balance to the Commission as a whole, and is supportive of the mission and objectives of the Agency. The Community Sector Commissioners shall be selected in accordance with the written policies and procedures established from time-to-time by the Commission. The proposed Community Sector Commissioner must be affiliated with the Community Sector Organization recommending that appointment. For the purposes of the appointment of Community Sector Commissioners, "affiliated" shall be limited to individuals who actively participate in the affairs of, or serves as an employee or active volunteer of, the Community Sector Organization recommending the appointment.

ARTICLE VI. TERMS OF OFFICE

Each Commissioner shall serve a three-year term, or until the Commissioner sooner dies, resigns, is removed, or becomes disqualified. The January meeting of the Commission shall represent the beginning date for the term of office of a Commissioner first elected or appointed, or reelected or reappointed. A public official serving on the Board shall serve as a Public Sector Commissioner only while he or she continues to hold public office. A representative of a public official shall serve as a Public Sector Commissioner only while the public official who designated him or her continues to hold public office. An individual designated by a Community Sector Organization to serve as a Community Sector Commissioner shall so serve only while he or she continues to be affiliated with the organization that designated the Commissioner.

ARTICLE VII. COMMISSIONERS

Section 1. Powers

A. General Corporate Powers. Subject to the provisions of the California Nonprofit Corporation Law and any limitations in the Articles of Incorporation, the business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Commission.

B. Organizational Jurisdiction. For the purposes of California law, the jurisdiction of the Corporation shall be Fresno County. Notwithstanding the foregoing, the Corporation may conduct business outside of Fresno County.

C. Specific Powers. Without prejudice to these general powers, and subject to the same limitations, the Commissioners shall have the power to:

1. Appoint or remove a Chief Executive Officer according to the policies set forth by the Commission.

2. Prescribe any and all powers and duties in the Chief Executive Officer that are consistent with law, with the Articles of Incorporation, and with these Bylaws, and fix the compensation of the Chief Executive Officer.

3. Approve all programs and budgets and shall oversee the enforcement of grant conditions. The Commission shall comply with any and all requirements of the applicable Federal and State Law including, but not limited to, those laws requested by its funding sources, and any regulations promulgated thereunder.

4. Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country and conduct business within or outside the State of California; and designate any place within the Corporation's jurisdiction for the holding of any meeting or meetings of the Board, including annual meetings.

5. Adopt, make and use a corporate seal; prescribe the forms of membership certificates, if applicable; and alter the form of the seal and certificates.

6. Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, and other evidence of debt and securities.

Section 2. Vacancies

Vacancies shall be deemed to exist on the occurrence of the following: death, resignation or removal of any Commissioner. The Board shall take steps to ensure that vacant seats are filled in a timely manner. Each successor shall hold office for the unexpired term of his or her predecessor or until the successor sooner dies, resigns, is removed or becomes disqualified.

A. Public Sector Commissioners. When a vacancy occurs in a Public Sector Board seat held by the representative of a public official, the Board shall request that the public official either take the seat himself or herself or put forth another representative to be elected by the Board. If the public official fails to take the seat himself or herself or to name another representative within the period specified by the Board, the Board shall select another public official to serve as a replacement Commissioner or to appoint a representative, and shall be accepted by the Board, to so serve. Each appointed Public Sector Commissioner shall serve for the remaining term of the vacating Public Sector Commissioner.

B. Target Area Commissioners. Vacancies in the target area sector shall be filled using the same democratic process originally used to fill the seat of the Target Area Commissioners. Any election to fill a Target Area Commissioner seat shall be for the remainder of the unexpired term of the vacating Target Area Commissioner.

C. Community Sector Commissioners. When a vacancy occurs in a seat held by an individual designated by a Community Sector Organization, the Board shall ask the Community Sector Organization that designated that individual to designate another individual, subject to approval by the Board, to fill the vacancy. Should that Community Sector Organization fail, within the period specified by the Board, to designate an individual to fill the vacancy, the Board shall select another Private Sector Organization to designate an individual, and shall be accepted by the Board, to fill the vacancy. After a vacancy, each Community Sector Organization shall have thirty (30) days to provide a name of a proposed Community Sector Commissioner. Each appointed Community Sector Commissioner shall serve for the remaining term of the vacating Community Sector Commissioner.

Section 3. Resignation

A Commissioner may resign from the Board by delivering his or her written resignation to the Chair, to a meeting of the Commission, or to the Corporation at its principal office. The resignation shall be effective upon receipt unless specified to be effective at some other time. A Commissioner who has ceased to meet the qualifications for service as a Commissioner, as specified in these bylaws and by the Board from time to time, and/or for the Board seat to which he or she was elected, is deemed to have resigned as of the date he or she ceased to meet those qualifications.

Section 4. Removal

A. Removal by Appointing Authority. The appointing authority may remove for any reason and nominate at will a replacement Commissioner, who shall be subject to approval of the Board.

B. Grounds for Removal by the Board. The Board may remove a Commissioner from the Board or any Committee and from any office for the following reasons:

1. Incapacity. The Board may remove a Commissioner, if in the opinion of the Board, the Commissioner is incapacitated or otherwise unable to carry out the duties of his or her office. The term incapacity shall also include a declaration of unsound mind by a final court order or conviction of a felony.

2. Cause. The Board may remove a Commissioner for cause on any of the following grounds:

i. violation of the Corporation's articles of incorporation, or bylaws, or conflict of interest policy, or Board resolutions or other policies,

ii. repeated disruptions of Board or Committee meetings,

iii. false statements on documents completed in connection with service as a Commissioner or Officer of the Corporation,

iv. fraudulent or dishonest acts or gross abuse of authority or gross abuse of discretion with reference to or negatively reflecting upon the Corporation's programs or mission,

v. a Target Area Commissioner moving outside of their Target Area, or

vi. a Community Sector Organization that nominated the Commissioner ceases to exist or operate within Fresno County.

3. Superior Court judgment. A Commissioner may be removed by the Superior Court pursuant to Corporations Code section 5223 or final judgment by a court of competent jurisdiction for breach of the duty under Corporations Code sections 5230 et seq.

4. Negligence of Duties. The Board may remove a Commissioner for failure to consistently respond to emails or telephone calls requesting input from Board members, lack of follow-through on assignments, including submission of requested reports and/or lack of participation overall in the activities of the Board.

5. Excessive Absences. A Commissioner shall be deemed to have vacated that Commissioner's Board seat after three (3) absences of regular meetings during a calendar year. No later than five (5) days before the next Board of Commissioners' meeting after the vacancy, a Commissioner may request in writing to the Chair and Clerk of the Board that the Board to restore the Commissioner's Board seat during the Board meeting immediately following the deemed vacancy so long as the Board takes such action upon a determination, in the Board's sole discretion, that there is good cause to excuse the excessive absences. If the Commissioner fails to timely request restoration or is not present at the Board meeting in which the Board considers such request, the Board will not have the discretion to restore the Commissioner's Board seat. If the Board reinstates a Commissioner under this paragraph, any additional absence during the same calendar year will result in the Commissioner's seat being vacated without the option of Board reinstatement.

C. Procedure for Removal. The Commission shall follow the policy established for removal of Commissioners established by the Board from time to time. Any Commissioner removed under this Section 4 shall be ineligible to serve on the Board of Commissioners for one year after the date of removal.

Section 5. Conflicts of Interest

Subject to the articles of incorporation, bylaws and any applicable law, the Board shall adopt and implement a conflict of interest policy covering the Corporation's Commissioners, Officers and such employees and other persons as may be specified in the policy. The conflict of interest policy, which may be revised by the Board of Commissioners from time-to-time, shall comply with Head Start regulations. However, under no circumstances shall the Commissioners have a financial conflict of interest with the organization or its delegate agencies; be employees of the Head Start or Early Head Start programs; or be immediate family members of any employees of the Head Start or Early Head Start programs. For this purpose, the term "immediate family member" means: a spouse, parents and grandparents, children and grandchildren, brothers and sisters, mother-in-law and father-in-law, brothers-in-law and sisters-in-law, daughters-in-law and sons-in-law, and adopted and step family members. Commissioners who are federal employees are prohibited from serving in any capacity that would require them to act as an agent of or attorney for the organization in its dealings with any federal government departments or agencies.

Commissioners shall disclose in writing to the Secretary all relationships described in this section, not later than ten (10) days after becoming aware of any relevant conflict of interest.

Section 6. Compensation of Commissioners

Commissioners may not receive compensation for serving on the Board or for providing services to the Corporation. However, they may receive reimbursement (or advances, in the case of low-income sector Commissioners) from the Corporation for reasonable and documented expenses incurred in the course of performing services as Commissioners. To the extent the Corporation makes any such reimbursements or advances, it shall do so only in accordance with financial policies established from time-to-time by the Board.

Section 7. Revolving Door Prohibition

No person who was a Commissioner may contract with the Agency for a period of one year after the term or period of services as a Commissioner has terminated, unless provided by law. However, any individual falling below the California or federal poverty guideline shall be exempt from the above "waiting period" requirement, so long as that individual resigns from the Commission at the time of acceptance of employment and such employment does not violate California or federal conflicts of interest law.

ARTICLE VIII. MEETINGS

Section 1. Annual Meeting

The annual meeting of the Board shall be held during the month of January each year, subject to postponement by the Board. The purposes of the annual meeting are to elect officers and to transact such other business as may come before the meeting. If the annual meeting is postponed, a special meeting may be held in its place, and any business transacted shall have the same force and effect as if transacted at the annual meeting.

Section 2. Regular Meetings

Meetings shall be scheduled for the convenience of Commission members and the public. The regular meeting schedule will be adopted periodically by the Board but not less than once per year. Regular meetings of the Board shall not exceed ten (10) times per year, upon a schedule as approved by the Board. At any regular meeting the agenda shall provide an opportunity for any person to present discussion regarding any matter of public interest that is within the subject matter jurisdiction of the Agency. Nothing shall prevent the Board of Commissioners from meeting via special meeting on a case-by-case basis.

Section 3. Open Meetings

The Public may attend all Board meetings unless the Board of Commissioners meets in Executive Session.

Section 4. Notice

Written notice of the time, date, location and agenda of each meeting of the Board shall be given to each Commissioner and made available to the public at least 72 hours before regular meetings or 24 hours before a special meeting.

Section 5. Quorum

A majority of the number of Commissioners authorized pursuant to these bylaws constitutes a quorum of the Board for the transaction of business. A quorum or its absence shall be determined at the beginning of all meetings. For Board committee meetings, a quorum shall be 50% of the members of the Committee. The Board Chair's presence shall count towards the establishment of a quorum. Should a meeting not meet quorum requirements or lose the quorum at some point during the meeting, the meeting may proceed with informational items, however no action other than adjournment may be taken.

Section 6. Voting and Action by the Board

Unless a greater number is required by the Corporation's articles of incorporation, these bylaws, Corporation policies and procedures or by law, the act of a majority of the Commissioners at any meeting at which a quorum is present shall be an act of the Board. Each Commissioner shall have one vote (provided that he or she is not prohibited from voting on a particular matter due to a conflict of interest). Votes by proxy are prohibited.

Section 7. Parliamentary Procedure

Where necessary and in matters not covered by these bylaws, Robert's Rules of Order, Newly Revised, shall serve as a guide to proper procedure (but need not be followed strictly for valid action) at meetings of the Board and its Committees.

Section 8. Electronic Participation in Board Meetings Board members may participate in Board meetings by means of a conference telephone or similar communications equipment if each Board member participating in the meeting can communicate concurrently with all other Board members, and each Board member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action. Board members electronic participation is limited to five (5) regular meetings per year. Participation by such means constitutes presence in person at a meeting.

Section 9. Action without a Meeting

No action by the Board may be taken without a meeting.

Section 10. Special Meetings

Special meetings may be called by the Chair or upon the written and signed request of ten (10) or more Commissioners, dated and specifying the items of business. Notice of any special meeting shall be given to each Commissioner and posted to the public at least twenty-four (24) hours in advance of such meeting and shall specify the purpose of the meeting. No other business shall be transacted except the agenda items described in the notification.

Section 11. Adjourned Meeting

Any Commission meeting, annual or special whether or not a quorum is present, may be adjourned from time to time by the vote of the majority of the Commissioners represented at the meeting; but in the

absence of a quorum, no other business may be transacted at that meeting, except as provided in this Article.

ARTICLE IX. OFFICERS

The officers of the Commission shall consist of a Chair, Vice Chair, Secretary, and Treasurer, all of whom shall be elected from the members of the Commission with the exception that the Chief Executive Officer shall be appointed to serve as Secretary. Such officers shall be elected to serve until the next annual meeting of the Commission or until their successors shall have been elected and qualify. No Commissioner shall hold more than one office at the same time.

Section 1. Duties of Officers

The duties and powers of the officers shall be as follows or as shall be set hereafter by resolution or policy of the Board of Commissioners:

A. Chair. The Chair shall: (1) be the chief volunteer officer of the Corporation, subject to the direction and control of the Board; (2) preside at meetings of the Board of Commissioners; (3) appoint the members of standing and of such special Committees with the approval of the Commission; (4) be ex-officio a member of all Committees; and (5) perform such other duties and have such other powers as the Board of Commissioners may determine from time to time. The Chair may vote on any matter before the Commission. The Chair shall be counted to determine the existence of a quorum.

B. Vice Chair. In the absence of the Chair or the Chair's inability or refusal to act, the Vice Chair shall perform the duties of the Chair and shall perform such other duties as the Commission may, from time to time, designate.

C. Secretary. The Commission shall appoint the Chief Executive Officer, who shall serve as the Chief Administrative Officer and as Secretary to the Commission. The secretary shall be responsible for the recording and maintenance of records of all proceedings of the Board. This shall include the attendance of Commissioners at meetings, record of votes of all motions of all meetings of the Commission, and all Commission Committees. These records shall be kept in electronic or print files which shall be kept at the principal office of the Commission. The records shall be open at all reasonable times for the inspection of any Commissioner. Such files shall also contain the Commission's articles of incorporation and bylaws (as well as any amendments thereto) and the names of all Commissioners and the address of each. The secretary or his or her delegate shall give all notices that may be required by law or by these bylaws. The secretary shall perform such other duties and have such other powers as the commissioners shall determine from time to time. The Secretary shall not be a voting member of the Board.

D. Treasurer. The treasurer shall: (1) oversee the Corporation's financial management practices, subject to the direction and control of the Board; (2) ensure that the Commissioners understand the financial situation of the Corporation (including ensuring that financial statements for each month are available for each meeting of the Board of Commissioners and are kept on file at the Corporation's principal office); (3) serve as Chair of the Finance Committee; (4) serve as an Authorized Check Signatory when the Chair is unavailable; and (5) perform such other duties and have such other powers as the Board of Commissioners may determine from time to time.

Section 2. Delegation of Duties

An officer may delegate the specific duties set forth above to another individual or receive assistance from another individual in performing such duties, so long as the Officer retains oversight and review of the work of the other individual and the records and documents prepared and distributed by that individual.

Section 3. Election

The Officers shall be elected each year by the Board at the Board's annual meeting. In the event that any

or all of the Officers are not elected at the annual meeting, they may be elected at a subsequent Board meeting. Other Officers may be elected from time to time by the Board. The Board may from time-to-time adopt a Board elections policy providing for the procedures and implementation of Board elections.

Section 4. Term of Office

Each Officer shall hold office for two years and until his or her successor is elected and qualified or until the Officer sooner dies, resigns, is removed or becomes disqualified.

Section 5. Removal of Officers

Any Commissioner can bring forth to the Bylaws Committee a recommendation for removal of an Officer to be heard by the Bylaws Committee. Removal of Officers shall follow the procedure in Article VII, Section 4.

Section 6. Resignation of Officers

An Officer may resign by delivering his or her written resignation to the Chair, to a meeting of the Commissioners or to the Secretary. The Board Chair may relinquish their position as Chair by

notifying the Board or Secretary in writing. Such resignation shall be effective upon receipt unless specified to be effective at some other time.

Section 7. Vacancies

The Board should promptly fill vacancies in the Officer positions, either at a regular meeting or at a special meeting called for that purpose. Each successor shall hold office for the unexpired term of his or her predecessor or until the successor sooner dies, resigns, is removed or becomes disqualified.

Section 8. Chief Executive Officer

The Board shall appoint and employ a Chief Executive Officer who, subject to the Board's direction and control, shall: manage the day-to-day affairs of the Corporation; implement goals and policies established by the Board; report on and advise the Board and its Committees concerning the affairs and activities of the Corporation; and prepare an annual administrative budget for the approval of the Commission.

The Chief Executive Officer shall be empowered to hire, supervise and terminate the Corporation's other employees in accordance with personnel policies established by the Board. In addition, the Chief Executive Officer shall perform such other duties and have such other powers as the Board may determine from time to time. The Chief Executive Officer shall attend meetings of the Board and may attend meetings of its Committees.

The Board shall evaluate the Chief Executive Officer and set his/her compensation on an annual basis. The Board may remove the Chief Executive Officer at any time with or without cause. Removal without cause shall be without prejudice to the Chief Executive Officer's contract rights, if any, and the appointment of the Chief Executive Officer shall not itself create contract rights.

ARTICLE X. COMMITTEES

The Board may establish one or more Committees (standing and/or ad hoc) and may delegate to any such Committee or Committees any or all of its powers, except the powers specified in section 5212 of the California Corporations Code. Any Committee to which the powers of the Commissioners are delegated shall consist solely of Commissioners and shall, to the extent possible, reflect the Tripartite composition of the full Board unless expressly provided for herein. Committee members and Chairs shall be appointed by the Board Chair and be approved by the Board and shall serve at the pleasure of the Board.

Each Committee shall keep a record of its actions and proceedings and, when required by the Board, shall make a report of those actions and proceedings to the Board. Unless the commissioners otherwise designate, Committees shall conduct their affairs in the same manner as is provided in these Bylaws, with such changes in the context of such provisions as are necessary to substitute the Committee and its members for the Board and its members. A quorum for any meeting shall be 50 percent of that Committee. The Board may adopt rules for the governance of any Committee not inconsistent with the provisions of these bylaws. Each standing Committee shall comply with the Brown Act. There shall be the following standing Committees: Executive, Bylaws, and Audit. The Board Chair shall appoint the Chair of each Committee who shall serve until a successor shall have been duly appointed for the term of that person as a member of the Commission shall have ended. The Committee shall determine the frequency and meeting dates for each committee meeting.

Section 1. Executive Committee

The Executive Committee shall be composed of the seven (7) elected Board members, consisting of the Chair, Vice Chair, Treasurer, and the chair of each Committee described in this Article X. The Executive Committee shall meet as necessary as determined by the Chair. An Executive Committee meeting may be called by the Chair or upon the written request of two (2) Executive Committee members with 48 hours' notice. The Executive Committee's decision(s) are subject to approval by the Board. The Executive Committee shall make a report of its actions and proceedings to the Board at the next meeting of the Board held after such actions or proceedings. The Executive Committee shall act on interim matters that cannot wait until the next Board meeting. The Executive Committee shall also review the next full Board agenda. Moreover, the Executive Committee shall receive, on a quarterly basis, a report prepared by the Agency's Internal Auditor, or his or her designee, on the Agency's on-going efforts to manage and operate the Head Start program, which shall include, but not be limited to, budgetary and performance metrics as periodically requested by the Executive Committee, as well as other matters pertaining to the Agency's operations as reasonably determined by the Executive Committee and the Agency's Internal Auditor.

Section 2. Finance Committee.

The Finance Committee shall be composed of the Treasurer, who shall be its Chair, and four (4) other Commissioners, at least one from each Tripartite sector. The Finance Committee shall: (1) advise the Chief Executive Officer in the preparation and administration of the operating budget; (2) oversee the administration, collection, and disbursement of the financial resources of the Corporation; (3) advise the Board with respect to significant financial decisions, including the integrity of the financial statements of the Corporation; (4) have such other powers and perform such other duties as the Board may specify from time to time. Additionally, the Finance Committee (1) establish outcome statements for meeting the agency's infrastructure needs, and periodically monitor performances towards meeting these statements; (2) review, discuss and make recommendations to the Board of Commissioners relative to the agency's plans for real estate acquisitions/development, property maintenance, and technology advancements, and procurement activities; (3) meet the community and agency staff's infrastructure needs; (4) provide employment opportunities for clients, students, and corps members by creating relationships among the agency's education and employment training programs; (5) promote procurement opportunities to small proprietors, women, and minority operated businesses and those certified as a Disadvantaged Business Enterprise (DBE) as it pertains to facilities management/maintenance, IT network, telecommunications, and real estate activities.

Section 3. Audit Committee

The Audit Committee shall be composed of five (5) Commissioners, including the Chair of the Committee, who shall be a voting member of the Audit Committee. No member of the Finance Committee, other than the Chair of the Board of Commissioners, should he or she be a member of the Finance Committee, may be sit on the Audit Committee. The Audit Committee shall assist the Board of Commissioners in fulfilling its oversight responsibilities by monitoring: (1) the overall systems of internal control and risk mitigation; (2) the integrity of the financial statements of the organization; (3) compliance by the organization with legal and regulatory requirements and ethical standards; (4) at the close of each fiscal year shall present to the Commission a financial report for the year audited by a licensed Certified Public Accountant; and (5) the selection, independence and performance of the organization's independent auditors. In addition, the Audit Committee shall oversee the internal audit department and

have such other powers and perform such other duties as the Board may specify from time to time.

Section 4. The Program, Planning & Evaluation Committee The Program Planning and Evaluation Committee shall be composed of five (5) Commissioners, with at least one from each Tripartite sector. Subject to the direction and control of the full Board, the Program Planning and Evaluation Committee shall: (1) oversee implementation of the Corporation's community needs assessment and strategic planning processes approved by the Board and conduct periodic reviews to determine to what degree the Corporation is addressing the needs and goals identified through these processes; (2) shall discuss, review and recommend grant applications; (3) track the progress of the Corporation's programs in meeting identified goals and objectives; (4) oversee the Corporation's processes for outcome reporting for its programs; (5) review monitoring reports, evaluations, and other feedback on the Corporation's programs provided by funding sources and other interested parties; (6) work with the Corporation's staff and full Board to ensure that monitoring findings are addressed in a timely way; (7) oversee the regular evaluation of the Corporation's programs by the Corporation's Board and staff; and (8) regularly report to the full Board on these matters. In addition, the program planning and evaluation Committee shall have such other powers and perform such other duties as the Board may specify from time to time.

Section 5. Human Resources/Pension Committee.

The Human Resources/Pension Committee shall be composed of five (5) Commissioners, with at least one from each Tripartite sector, two elected employee representatives, and two Pension Plan Trustees and shall (1) periodically review the Corporation's personnel policies and procedures and implementation thereof, and report findings and recommendations for policy and procedures changes to the full Board; (2) periodically review the Corporation's compensation schedule and implementation thereof, recommend any changes to the Board; (3) review and make recommendations to the Board regarding the Corporation's employee benefits package; (4) receive information from the Corporation's staff and attorneys on legal proceedings involving the Corporation's employees and make recommendations and reports to the Board on those matters; (5) on a quarterly basis, review and approve quarterly financial reports and investment performance reports of the retirement plans; receive an update of the current investment market; and answer any questions of the employees and Board members on the plan; (6) provide employees with a diversified slate of investment options and make changes to the funds offered as needed; and (7) have such other powers and perform such other duties as the Board may specify from time to time

Section 6. Bylaws Committee

The Bylaws Committee shall be composed of five (5) Commissioners, with at least one from each Tripartite sector. The Bylaws Committee shall: (1) oversee Board member recruitment (including administering the target area Board member democratic selection process, recommending candidates for Public and Community Sector Board seats, and ensuring that the Board fills vacancies promptly), orientation, and training; (2) coordinate the Board's periodic evaluation process of itself and the organization's governance structure, policies and procedures; (3) coordinate periodic review of the Corporation's articles of incorporation and bylaws; and (4) have such other powers and perform such other duties as the Board may specify from time to time. An ad hoc committee of the Bylaws Committee shall be appointed by the Chair of the Bylaws Committee to interview all prospective Community Sector Commissioners.

Section 7. SOUL Charter School Committee

The School of Unlimited Learning ("SOUL") Charter School Committee shall be composed of all Board Members. This Committee shall serve as the managing entity of SOUL and (i) adopt the annual budget for SOUL; (ii) adopt all material policy changes to the management of SOUL, (iii) approve all filings with Fresno Unified School District, Fresno County Superintendent of Schools, the California Department of Education, and any other governmental agency with oversight or regulatory responsibilities for SOUL; and (iv) any other activities that, in the reasonable judgement of the Executive Director, relate to the activities of SOUL. The SOUL Charter School Committee shall in all respects comply with the Ralp M. Brown Act (the "Brown Act"), the California Public Records Act (CPRA), Government Code section 1090 *et seq*., and the Political Reform Act of 1974. Members of the SOUL Charter School Committee shall annually complete a Statement of Economic Disclosure (Form 700). When needed, but not less than twice per

year, the Fresno EOC Board of Commissioners shall adjourn its business and reconvene as the SOUL Charter School Committee and shall comply with all open meeting requirements under the Brown Act. For clarity the SOUL Charter School Committee may meet before or after or completely independently of Fresno EOC Board of Commissioners' meetings. A quorum of SOUL Charter School Committee members must be physically present during a meeting in order to take action. Moreover, the SOUL Charter School Committee shall not replace the advisory SOUL Governing Council.

ARTICLE XI. POLICIES AND PROCEDURES

Section 1. Annual Statement of Certain Transactions and Indemnifications

No later than the time the Corporation gives its annual report, if any, to the Commissioners, and in any event no later than 120 days after the close of the Corporation's fiscal year, the Corporation shall prepare and mail or deliver to each Commissioner a statement of the amount and circumstances of any transaction or indemnification of any transaction(s) in which the Agency, its parent or its subsidiary was a party, or in which any Commissioner or Officer had a direct or indirect financial interest.

Section 2. Fiscal Year

The fiscal year of the Corporation shall be fixed by resolution of the Board of Commissioners and may be changed by the Board of Commissioners.

Section 3. Execution of Instruments

Except as the Board may generally or in particular cases authorize the execution thereof in some other manner, all deeds, leases, transfers, contracts, bonds, notes, checks, drafts, and other obligations made, accepted and endorsed by the Corporation shall be signed by the Chair or the Chief Executive Officer and checks drawn on any account of the Corporation shall be signed by either the Chair, the Treasurer or the Chief Executive Officer (each an “Authorized Check Signatory”) and, if in excess of any amount determined by the Board from time to time, countersigned by another Authorized Check Signatory. Unless authorized by the Board, no Officer, employee or agent shall have any power or authority to bind the Corporation by any contract or agreement, or to pledge its credit, or to render it liable for any purpose or for any amount.

Section 4. Agents

The Board may appoint agents who shall have such authority and shall perform such duties as may be prescribed by the Board. The Board may remove any such agent at any time with or without cause. Removal without cause shall be without prejudice to such person’s contract rights, if any, and the appointment of such person shall not itself create contract rights.

ARTICLE XII. BONDING

The Board shall require all Officers of the Corporation charged with handling of funds, and may require any other Officer, director, employee or agent, to be bonded for performance of their duties in such amount and by such bonding company registered in the state of California as shall be satisfactory to the board at the Corporation's expense.

ARTICLE XIII. INDEMNIFICATION OF COMMISSIONERS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

Section One. Actions Other Than By the Corporation.

The Board of Commissioners shall have the power to indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by, or in the right of, this Corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Corporations Code, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact

that such person is or was an agent of this Corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if that person acted in good faith and in a manner that person reasonably believed to be in the best interests of this Corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of that person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this Corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section Two. Actions By the Corporation.

The Board of Commissioners shall have the power to indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by, or in the right of, this Corporation, or brought under Section 5233 of the California Corporations Code, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that person is or was an agent of this Corporation, against expenses actually and reasonably incurred by that person in connection with the defense or settlement of that action if that person acted in good faith, in a manner that person believed to be in the best interests of this Corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 8.02 for any of the following reasons:

In respect of any claim, issue or matter as to which that person shall have been adjudged to be liable to this Corporation in the performance of that person's duty to this Corporation, unless, and only to the extent that, the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, that person is fairly and reasonably entitled to indemnity for the expenses and then only to the extent that the court shall determine;

Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Attorney General.

Section Three. Successful Defense By Agent.

To the extent that an agent of this Corporation has been successful on the merits in defense of any proceeding referred to in Sections 8.01 or 8.02, or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section Four. Required Approval

Except as provided in Section 8.03, any indemnification under this Article VIII shall be made by the Board of Commissioners only if authorized in the specific case upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Section 8.01 or 8.02, by any of the following:

A majority vote of a quorum consisting of Board of Commissioners who are not parties to the proceeding; or

The court in which the proceeding is or was pending, upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by this Corporation.

Section Five. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this Corporation before the final disposition of the proceeding upon receipt of an undertaking by, or on behalf of, the agent to repay the amount of the advance unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article VIII.

Section Six. Other Contractual Rights

No provision made by the Corporation to indemnify its Commissioners or Officers for the defense of any proceeding, whether contained in the Corporation's Articles of Incorporation or Bylaws, a resolution of the Board, an agreement or otherwise, shall be valid unless consistent with this Article VIII. Nothing contained in this Article VIII shall affect any right to indemnification to which persons other than Commissioners and Officers of this Corporation may be entitled by contract or otherwise.

Section Seven. Limitations.

No indemnification or advance shall be made under this Article VIII, except as provided in Sections 8.03 or 8.04, in any circumstances where it appears:

That it would be inconsistent with a provision of the Articles of Incorporation, Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section Eight. Insurance.

The Corporation shall have the right to purchase and maintain insurance to the fullest extent permitted by law on behalf of its agents, against any liability asserted against or incurred by any agent in such capacity or arising out of the agent's status as such, regardless of whether the Corporation would have the power to indemnify the agent against the liability under the provisions of this Article VIII; provided, however, that the Corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the Corporation for a violation of Section 5233 of the California Corporations Code.

ARTICLE XIV. EFFECTIVE DATE/AMENDMENT OF BYLAWS

These bylaws shall be effective as of January 1, 2025. These bylaws may be altered, amended or repealed at any meeting of the Commissioners; provided that notice of the meeting must be provided to the Commissioners at least 14 days before the date of the meeting and must include the text of the proposed alteration, amendment or repeal**.**

ARTICLE XV. DISSOLUTION

In the event of dissolution of this Commission by act of the Commission or by operation of law, such dissolution shall be conducted in accordance with the laws of the State of California, in proceedings to which the Attorney General shall be a party.

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

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

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

ARTICLE III. DUTIES & RESPONSIBILITIES OF THE SOUL GOVERNING COUNCIL

Section 1. The Council shall review the fiscal and programmatic policies and operations of the School of Unlimited Learning.

Section 2. The Council shall provide reports and recommendations to the full EOC Board of Commissioners, which retains the legal responsibility for the programmatic and fiscal operations of the School of Unlimited Learning (SOUL).

Section 3. The Council shall advocate in all matters pertaining to the School.

Section 4. The Council shall serve as a liaison between the School and other agencies within the community.

Section 5. The Council shall recruit and maintain Council membership to ensure the best service to the School.

ARTICLE IV. MEMBERSHIP

Section 1. The membership of the Council shall include members of public agencies, private agencies and businesses, school staff, managers, students and parents of the students and representatives from the community-at-large who are concerned with youth. These members may include:

a. Members of public agencies providing services in:
   Law Enforcement Education
   Health Social Services
   Employment Mental Wellness
b. Representatives from civic organizations and local businesses.
c. Adults and/or youth from the community-at-large**.**
d. School-site management and instructors.
e. Parent/guardian and student representation from the School.
f. Other individuals or organization representatives who possess skills, interests or resources, which will aid the Council in fulfilling its purpose.

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

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

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

ARTICLE V. MEETINGS

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

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

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

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

ARTICLE VI. OFFICERS

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

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

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

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

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

1. Any member of the Council may make a motion for a special meeting to consider the removal of an officer. Such a motion shall include a statement of reasons for removal from office.

2. If the motion is seconded and approved by the majority of members present, a special meeting shall be scheduled to consider the removal of the officer.

3. The officer that is being considered for removal shall receive written notification of the special meeting and reason for removal. This written notice shall be delivered in person or registered mail no less than 14 days prior to the special meeting.

4. Such officer shall be removed at the special meeting with an affirmative vote of two-thirds of the membership present at the special meeting.

5. An officer may give written notice to the Council to voluntarily vacate the office responsibility/position, in which case the removal need only be accepted at a regular meeting.

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

ARTICLE VII. DUTIES & RESPONSIBILITIES OF THE OFFICERS

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

Section 1. - Chairperson

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

Section 2. - Vice-Chairperson

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

Section 3. - Secretary

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

ARTICLE VIII. COMMITTEES

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

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

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

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

ARTICLE IX. DUTIES & RESPONSIBILITIES OF THE COMMITTEES

Section 1. - Bylaws

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

Section 2. - Membership

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

Section 3. - Finance

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

ARTICLE X. VOTING

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

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

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

ARTICLE XI AMENDMENTS

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

1. A quorum is established at that meeting; and

2. A three-day written or electronic notification of proposed changes is given prior to the scheduled meeting.

Approved May 6, 2025

2025-2026 School Calendar

Institute & BuyBack Days (non-student days)
October 17, 2025
March 13, 2026

Holidays

SCHOOL BEGINS: August 18, 2025
SCHOOL ENDS: June 11, 2026

JULY 2025				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST 2025				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18 School Begins	19	20	21	22
25	26	27	28	29

SEPTEMBER 2025				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER 2025				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER 2025				
M	T	W	TH	F
				1
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER 2025				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17 Finals A Schedule	18 Finals B Schedule	19 Finals A Schedule
22	23	24	25	26
29	30	31		

JANUARY 2026				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY 2026				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH 2026				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2026				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MAY 2026				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22

JUNE 2026				
M	T	W	TH	F
1	2	3	4	5
8 Finals A Schedule	9 Finals B Schedule	10 Finals A Schedule	11 Finals B Schedule Last Day of School	12
15	16	17	18	19
22	23	24	25	26

VACATION & HOLIDAYS

Labor Day: September 1
Veterans' Day: November 11
Thanksgiving: November 24 – 28
Winter Break: December 22- January 9
M.L. King, Jr. Day: January 19
Lincoln's Birthday: February 9
Presidents' Day: February 16
Spring Break: March 30- April 6
Memorial Day: May 25
Juneteenth: June 19

LEASE AGREEMENT

(Short Form)

THIS LEASE is made effective the 1st day of July, 2025 between **Sanctuary and Support Services** (the "Landlord") and **School of Unlimited Learning** (the "Tenant"), subject to the terms and conditions herein.

IN CONSIDERATION of the mutual covenants contained herein, the Landlord and Tenant hereby agree as follows:

1. **Grant.** The Landlord hereby leases to the Tenant, and the Tenant hereby leases from the Landlord, a portion of the property municipally known as the Sanctuary Youth Center, located at **2336 Calaveras Street, Fresno, California and 1545 N Street, Fresno, CA (A.P.N. 46610213).** The leased portion includes office space and a reception area totaling **18,719 square feet** as detailed in Appendix A (the "Leased Premises"). This lease includes alterations and additions thereto and replacements thereof. Janitorial, Maintenance, and Utility costs are not included.

   The term of this lease (the "Term") shall commence on **July 1, 2025** (the "Commencement Date") and end on **June 30, 2026** (the "Termination Date"), subject to the terms and conditions herein.

2. **Rent.** The Tenant shall pay to the Landlord as rent for the Leased Premises the annual sum of **$140,790.00** (the "Minimum Rent"). This rent shall be paid in advance monthly installments of **$11,732.50** on the first day of each calendar month, commencing on the Commencement Date.

   All other amounts payable by the Tenant to the Landlord under this Lease shall be deemed "Additional Rent." All amounts payable by the Tenant shall be recoverable as Rent, and the Landlord shall have all rights against the Tenant for default in such payments as in the case of arrears of rent.

3. **Use of Premises.** The Tenant shall use the Leased Premises only for the business of providing educational services and any and all uses ancillary thereto. The Tenant agrees not to commit, suffer, or permit any waste or nuisance on the premises. The Tenant

further agrees to comply with all federal, state, and local laws, ordinances, or governmental regulations applicable to the Tenant's use of the premises.

4. **Landlord's Covenants.** The Landlord covenants with the Tenant:

    a. To provide the Tenant with quiet enjoyment of the Leased Premises, without any interruption from the Landlord, so long as the Tenant is not in default of its obligations under this Lease.

5. **Tenant's Covenants.** The Tenant covenants with the Landlord:

    a. To pay all Rent when due.

    b. To observe and perform all covenants and obligations of the Tenant herein.

    c. To maintain the Leased Premises and all improvements therein in good order and condition.

6. **Insurance and Liability.** The Landlord and Tenant acknowledge they are both programs of Fresno EOC and are covered by the same corporate insurance policies. The parties agree that any claims, damages, or liabilities arising from this Lease shall be handled internally in accordance with Fresno EOC's corporate risk management and insurance policies.

7. **No Assignment by Tenant.** The Tenant shall not assign, sublet, pledge, or transfer this Lease or any interest therein, nor part with possession of any part of the Leased Premises, without the Landlord's prior written consent, which consent shall not be unreasonably withheld.

8. **Surrender.** Upon the expiration or other termination of the Term, the Tenant shall immediately surrender possession of the Leased Premises and all leasehold improvements in substantially the condition in which the Tenant is required to maintain them, excepting only reasonable wear and tear.

9. **Severability.** If any provision of this Lease is illegal or unenforceable, it shall be considered separate and severable from the remaining provisions, which shall remain in force and be binding.

10. **Successors and Assigns.** This Lease shall endure to the benefit of and be binding upon the successors and assigns of the Landlord and the heirs, executors, administrators, and permitted successors and assigns of the Tenant.

11. **Renewal.** The parties acknowledge that Tenant's continued operation is contingent upon its charter petition. Pending the successful renewal of School of Unlimited Learning's charter petition and charter term, this Lease will extend for the duration of the new charter term. Should the Tenant's charter petition not be renewed, or should it be revoked or terminated at any time, this Lease shall terminate on the Termination Date or the effective date of such non-renewal or revocation, whichever is sooner.

IN WITNESS WHEREOF the Landlord and the Tenant have executed this Lease as of the date first set forth above.

LANDLORD:

Misty Gattie-Blanco Sanctuary Director

Fresno EOC

Sign/Date: _____

TENANT:

Dion Varnado Chief Academic Officer / Principal

School of Unlimited Learning

Sign/Date: _____
Dion Varnado, Ed.D. (Nov 7, 2025 13:01:25 PST)

Appendix A

Area	Unit Sqft	Total Sqft	%	Total Sqft	Rate ($0.95/sqft)
Second Floor		4583	100%	4583	$ 4,353.85
Staff Office	188				
Staff Office	620				
Guidance	107				
Independent Study	80				
Video Studio	186				
Front Office	274				
Principal	172				
PA	138				
Classroom #1	734				
Classroom #2	563				
Classroom #3	563				
Hallways	958				
1st Floor Offices/Hallways		1046	100%	1046	$ 993.70
Registrar	120				
Counseling	112				
S/P	101				
CM	130				
SOS	204				
Career Guidance	136				
Hallways	243				
Theater Offices		302	100%	302	$ 286.90
Office	120				
Office	182				
Front Hallway		170	100%	170	$ 161.50
Theater		2785	100%	2785	$ 2,645.75
Theater Balcony		420	100%	420	$ 399.00
Basement		245	100%	245	$ 232.75
Bathrooms/Hallways		708	100%	708	$ 672.60
Womens R/R	271				
Staff R/R	47				
Mens R/R	182				
Hallways	208				
Reception		433	100%	433	$ 411.35
Kitchen		362	100%	362	$ 343.90
Recreation		1296	100%	1296	$ 1,231.20
Conference Room		414	100%	414	$ -
N Street Building		5955	100%	5955	$ -
		Monthly Rate		**18719**	**$ 11,732.50**
		Annual Rate			**$140,790.00**

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information

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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter school will be run in a financially, organizationally, and educationally sound manner.

Background

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. Attach resume.

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, my friend, Steve Powers, then principal if SOUL and whose wife had been my vice principal at a Clovis elementary school, asked if I would be interested in joining the advisory council at SOUL. I had just retired after 35 years in CUSD and needed something to do, so I said yes. I have been on the board since and am serving my third year as president of the board.

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

I am still on the board because I am a firm believer in what the school is doing to help students get an education in a way that meets their needs: Individualized instruction, more convenient class hours, counseling, ,monitoring, etc. I have seen over the years an average of 40-50 students grade and go on to higher ed or careers that might not have been able to do so without the help they get at SOUL.

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 had not served on a board prior to this. My experience of being a school principal for 18 years, and of teaching in the teacher preparation programs and masters programs of CSUF and FPU have given me many insights into the needs alternative educational pathways for high school students.

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

I feel a board member of a public charter school board member is to support the school and its staff to find meaningful avenues for students of need to get their high school diplomas. Often advice is given to add another viewpoint to what they are already doing.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I have a M.A. and an Ed.D. in school administration plus years of teacher preparation experience at the local universities, FPU, CSUF, and National Universities. I am presently on the board of SJV. Town Hall Lecture Series. I did a 23-episode Public Television art education series in 2012-13. I have served on the state California Art Education Association for several years prior to Covid.

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 time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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.

Signature: Terry W. Allen	
Name: Terry W. Allen	
Position on the Board: President/Chair	Date: 10/10/25

RESUME

Terrill (Terry) Wayne Allen
645 E. Champlain Drive #139
Fresno, CA 93730
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

Post Retirement Positions and Responsibilities: 2000-2017

- Secretary, State CAEA Council (4 years) Fv cdcfx
- Producing and being featured in PBS's local KVPT art program of 13 episodes, "Art Is….", now on-line
- Arts Education Consultant to the Bonner Family Foundation and the Fresno Art Museum's ArtSmart professional development program (3 years)
- Member of Education Committee at the Fresno Art Museum of Fresno from 2005 to 2007
- 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 from 2010 until 2015
- Member of the Governing Council of the School of Unlimited Learning charter school in Fresno County under EOC since 2003, serving on Charter Renewal Committee
- Member, Executive Board of CenterStage, Clovis Community Theatre from 2000 until 2015
- Instructor in the Teaching Fellows Grant at CSU Fresno for After-School Programs until 2015
- Admissions Officer Multiple Subjects Credentialing Program at Fresno Pacific University from 2012
- Member of San Joaquin Valley Town Hall board and Town Crier since 2023
- President of HOA board for Club Capri for two years to date

Administrative Experience

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

Teaching Experience

Degree Completion program instructor: Intro to Teaching	Fresno Pacific University	2009-2011
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
National University	Curriculum and Instruction Instructor	1987-1996
Danforth Program, CSU, Fresno	Instructor in Clinical Supervision	1994
University of San Francisco	Leadership in School Management Instructor	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 as a volunteer	2006-07
Representative	Arts Lead to the State Department of Education representing the Fresno County Office of Education, volunteer position	2000-06

Mentor	Keeping Score, a SF Symphony project in Fresno County, volunteer position	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, CenterStage: Clovis Community Theater	Past President, Secretary	1999-2015
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,	1989 and 1991
	Coordinator/Presenter at CSU Fresno DBAE/Getty Institute	1989-2004
Clinical Supervision	Clovis Unified School District trainer of administrators	1991-1997
Program Quality Review	Lead Reviewer	1986

Honors/Awards

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
		2007-08

Writer, recipient, and teacher of national ADK art-in-the-classroom grant at Manchester GATE Elementary School		
Mentor of the year	Fresno Pacific University	2014
Retirement from the public school system		2000
The Foundation at FCOE Award For contribution to Arts Education		2019

Specialized Training Skills

Clinical Supervision	Extensive training in Instructional Theory into Practice (Madeline Hunter) at Seattle Pacific University
Fluent in French language	
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	Thirty 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

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information

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Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter school will be run in a financially, organizationally, and educationally sound manner.

Background

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. Attach resume.

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 was informed of this Board Member oppurtunity by Dr Dion Varnardo.

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

As a Police Community Relations Officer I feel it is important for me to be involved in different facets of the community to include education, as much of my time is spent in the schools creating positive relationships between police and the children in our community.

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 serve as the board secretary for the Fresno Police Activities League.

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

As a public charter school board member roles include but are not limited to advocacy of the school, making sure mission and visions of the school are aligned,ensuring student sucess, and enduring finances of the school are used in responsible ways to best meet the needs of the students and teachers.

5. Indicate the specific knowledge and expertise that you would bring to the board.

My knowledge includes but not limited to Community Policing, School student and site safety, drug awareness, internet safety, personnel self defense,Bully prevention, athletics coaching, mentoring.

Authorization to release Information

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Signature: Lindsay Dozier	
Name: Lindsay Dozier	
Position on the Board: Member	Date: 10/27/2025

LINDSAY DOZIER

Fresno Police Department, Officer
2323 Mariposa Street Fresno, Ca 93721
Lindsay.dozier@fresno.gov

EXPERIENCE

1992-1994

BOOKKEEPING ASSITANT, DADDATOS DEPENDABLE BOOKKEEPING

DUTIES WERE SIMPLE BUSINESS BOOKKEEPING TASKS AS NEEDED.

1995-1998

KARATE INSTRUCTOR, YOUNG OLYMPIANS INC

TEACHING 5-12 YEAR OLDS SELF DEFENSE

FRESNO POLICE DEPARTMENT

4/5/1999 – 7/2017

PATROL OFFICER, FRESNO POLICE DEPARTMENT

I worked mostly midnight patrol from 2100 hrs-0700 hrs. in multiple policing districts in the city of Fresno, to include Northeast, Southwest, and Central.
Duties included but not limited to responding to 911 calls, responding to non-emergency calls, proactive patrol, and engaging the community in various positive ways.

2005 – 2017

FTO, FRESNO POLICE DEPARTMENT

Duties were but not limited to training new Recruits, Laterals, Volunteers, CSOs, and Reserve Officers in the field, while simultaneously responding to calls for service.

2017-2020

STUDENT NEIGHBORHOOD RESOURCE OFFICER, Fresno Police Department

Duties were but not limited to engaging with the students to build positive student-police community relations, keeping the campus and surrounding neighborhood safe, teaching active shooter response to students.

2020-2021

RECRUITING OFFICER, Fresno Police Department

Duties were but not limited to Recruiting a diverse and qualified police force. Physically and academically preparing cadets to go to the police academy.

2021-Current

POLICE COMMUNITY RELATIONS OFFICER, Fresno Police Department

Duties are but are not limited to finding creative ways to engage with the community, and teaching fellow members how they can engage their communities as well to develop positive police community relationships in our city.

EDUCATION

FUSD Schools:
Norseman Elementary School-1981-1989)
Scandinavian Middle School(1989-1991)
McLane High School (1991-1994)
Fresno City College (1994-1998)

COLLEGE:

Fresno City College Police Academy
Basic Police Academy
Post Certificate
12/1998

PROGRAMS/EVENTS I CREATED OR ARE A PART OF

- Fresno Police Activities League Board Member, Secretary
- Created 10k with a Cop Fresno Chapter, Founder, Head Coach
- PAL Lady Boxing, Founder, Head Coach
- Blue PALS Pen Pal Program, Founder
- Baker to Vegas Relay, Co-Captain
- Fresno Police Department Explorer Post 911, Lead Advisor
- Fresno County Office of Education PIVOT Program, Co-Founder
- Fresno Unified School District First Responder Camps, Co-Founder
- Police Unity Tour, Rider
- Washington Union High School Law and Justice Law Pathway, Board Member, Advisor

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information
A separate fillable digital form will be provided.

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 charter school, but also entrusted with the obligation to see that the public monies that are given to the charter school are legally and prudently spent.

Providing the requested information for each board member will assist the District's Board in determining whether the petitioners are able to demonstrate that the charter school will be run in a financially, organizationally, and educationally sound manner and is consistent with the requirements of Education Code § 47605(h).

Background

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. Attach resume.

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.

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

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.

5. Indicate the specific knowledge and expertise that you would bring to the board.

Authorization to release Information

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Signature:	
Name: RENA FAILLA	
Position on the Board: member / STAFF Rep.	Date: 10/3/25

Background responses of Rena Failla

1) I became aware of the charter school in the year 2000 when I applied for employment with Fresno EOC School of Unlimited Learning. I was asked to sit on the Governing Council board upon employment.

2) I wish to sit on the board so that I can collaborate with other board members to provide the best possible education and service to our students.
3) This is the only board I have served on.

4) The role of a public charter school board member is to gain a solid understanding of the population that it serves, the needs of the students and communities and to hold the school to its highest standards.

5) As a long-time staff of the school, along with my education in social work, my professional license and my experience working with adolescents in the school setting, I am able to address the academic, social/emotional and developmental needs of SOUL's students.

Rena Failla, LCSW, PPS

Fresno, CA 93721 559-500-0961 rena.failla@fresnoeoc.org

PROFESSIONAL SUMMARY

Committed to student advocacy and multicultural competence, fostering personal growth and academic success in diverse populations. Experienced with student counseling, focusing on academic and emotional development. Utilizes strong interpersonal skills to build trust and rapport with students. Track record of successful implementation of guidance programs that address individual student needs.

SKILLS

- Multicultural competence
- Behavioral assessment
- Academic advising
- Individual counseling
- Student advocacy
- Youth and adolescent development

WORK HISTORY

GUIDANCE COUNSELOR COORDINATOR

10/2000 to CURRENT

Fresno EOC SOUL | Fresno, CA

- Develop individualized academic and graduation plans for students to promote personal growth. Oversee the High School Enrichment program for students taking college courses while still in high school.
- Collaborate with teachers and parents to address student needs and improve educational outcomes. Collaborate with Fresno Unified to help manage special education needs and develop 504 plans for eligible students.
- Conduct assessments to identify student strengths, weaknesses, and areas needing support. Coordinate and administer state-wide testing.
- Implement crisis intervention strategies to assist students facing emotional or mental health challenges.
- Supervise social work students in field placement to teach best practices for effective counseling techniques and student engagement.
- Manage multiple data sites to ensure SOUL maintains accurate data for analyzing, reporting and for continuous program improvement.

STUDENT ASSISTANCE PROGRAM COUNSELOR

08/1995 to 10/2000

Comprehensive Youth Services | Fresno, CA

- Developed and implemented individualized program plans for diverse client needs.
- Collaborated with multidisciplinary teams to enhance service delivery and client outcomes.
- Conducted assessments to identify client strengths, challenges, and goals effectively.
- Provided crisis intervention services, resulting in timely assistance and support for clients in need.

- Improved client outcomes by consistently monitoring progress and adjusting interventions as needed.

GROUP HOME COUNSELOR
06/1993 to 08/1995

Bella Vida Group Home | Fresno, CA

- Supervised daily activities, ensuring compliance with safety and behavioral protocols.
- Developed personalized care plans to address individual needs and promote emotional well-being.
- Facilitated group therapy sessions, encouraging open communication and peer support among residents.
- Coordinated with multidisciplinary teams to enhance resident care and service delivery.
- Supported residents in coping with emotions and fears through one-on-one sessions.

ADMINISTRATIVE ASSISTANT
07/1986 to 06/1990

Allstate Insurance | Fresno, CA

- Managed daily office operations, ensuring seamless workflow and communication among team members.
- Coordinated schedules, meetings, and travel arrangements to optimize time management for executives.
- Developed and maintained filing systems, enhancing organization and accessibility of documents.
- Assisted in preparation of reports and presentations, ensuring accuracy and timely distribution.

EDUCATION

Pupil Personnel Services (PPS) Credential | School Counseling *06/2000*
Fresno Pacific University, Fresno, CA

Master of Arts | Social Work *05/1993*
CA State University, Fresno, Fresno, CA

Bachelor of Arts | Social Work *05/1990*
CA State University, Fresno, Fresno CA

CERTIFICATIONS

LCSW - Licensed Clinical Social Worker
LCSW19962 09/2000-present

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information

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Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter school will be run in a financially, organizationally, and educationally sound manner.

Background

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. Attach resume.

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.

Shortly after I retired from Professional Football, Fresno EOC veteran Luciana Ventresca suggested that I apply at what was then known as Project Pride for part-time work as I transitioned into my second career. Project Pride later became SOUL.

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

There is no better way to contribute to the positive work being done at SOUL than to be hands on in some of the foundational decisions that are debated on, and eventually adopted via the Governing Council Board.

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 never served on a board previously. However, I have worked in 9-12 education for over 20 years.

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

To provide for and ensure a healthy and productive atmosphere on campus, most conducive to the learning environment.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I bring over 20 years of experience in public education.

Authorization to release Information

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Signature:	
Name: Courtney Griffin	
Position on the Board: Staff Member	Date: 10/24/25

Courtney Griffin
2336 Calaveras St.
Fresno, CA
559-500-1352
courtney.griffin@fresnoeoc.org

Education

Fresno State University, B.A. in Journalism Advertising, Minor in General Business (12/1990)
National University, M.A. in Educational Counseling (04/2004)
National University, Pupil Personnel Services Credential (09/2003)

Academic Honors

Perineal Dean's List Honors Recipient
Journalism Department's Advertising Copy Writing Award (1990)
Director's Academic Award, Fresno State University (1990)
Big West Conference Scholar Athlete (1990)
Fresno State University Scholar - Athlete of the Year (1990)

Education Experience

2004-Present Guidance Dean SOUL Charter High School
2000-2004 Student Services Coordinator SOUL Charter High School
1998-2000 Case Manager SOUL Charter High School

Pro-Athletic Experience

1995-1998 Canadian Football League, Defensive Back
1992-1994 National Football League, Defensive Back

Other Work Experience

Editor-In-Chief and Writer, The Rival Report, Metro Fresno/Clovis Area Sports Newspaper 02/05—05/06
Director, Minority Male Youth Leadership Program, The Sanctuary, Fresno, Ca. 12/94—6/95
Creative Director/National Student's Ad Competition, CSU Fresno Ad Dept/Hearst Corp 02/90—04/90
Ad Sales Representative, Insight Newspaper, California State University, Fresno, CA 02/89—05/89

Special Skills Interest

"Real Men Read" NFLPA Former Players, Northern California Chapter-Partnership with the YES Foundation
Elite Defensive Back Skills Training, K-12, Collegiate, Professional
Perineal Battle of the Backyards/Gold Star Performer (credentials/photos available upon request)

References

Letters of recommendation available upon request

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information

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Background

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. Attach resume.

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 am employed by the charter school and the Principal offered the invitation to sit on the board.

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

As a school employee, I already help shape school culture and operations. On the council, you can influence district-wide decisions—from curriculum development to budget priorities—ensuring they align with what truly benefits students and educators.

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 not served on a school board or board for a not-for-profit corporation.

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

Charter school board members play a vital role in ensuring the success and accountaablity of the school. Here's a breakdown of the key roles and responsibilities of a charter school board member: Financial Oversight, Academic Oversight, Planning, Policy Review and Collaboration with School Leader.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I bring firsthand experience in school administration, curriculum planning, and student support systems. I understand how policies affect day-to-day operations and student outcomes.

Authorization to release information

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Signature: S. Lomelino	
Name: Sandy Lomelino	
Position on the Board: Member	Date: 10/14/2025

SANDY LOMELINO

PROFESSIONAL SUMMARY:

Highly organized and effective at determining course plans, selecting curriculum and managing program implementation Offering 26 years of experience in the field.

SKILLS:

- Classroom Management Techniques
- Learning Modalities
- Lesson Preparation
- Test Administration
- Building Relationships
- Administrative Updates
- Collaborative Environments
- Course Development
- Classroom Teaching
- Curriculum Planning and Implementation

CREDENTIALS:

- Administrative Services Credential
- Single Subject Clear Physical Education
- Teaching Credential

EDUCATION:

- ***Master of Arts: Educational Administration***
  - San Diego State University
  - San Diego, CA | 08/2023
- ***Bachelor of Science: Physical Education***
  - California State University - Fresno
  - Fresno, CA | 05/1996
- ***Associate of Arts***
  - *College of The Sequoias*
  - Visalia, CA | 06/1991

WORK HISTORY:

School of Unlimited Learning – Vice Principal | Fresno, CA | 08/2024 – Currently

- Support the Principal in preparing required compliance reports, including the LCAP and renewal documentation.
- Review and interpret charter, district, and state policies to develop and implement programs that comply with all relevant regulations and codes.
- Create school improvement plans, using student performance data such as CASPP and NWEA.
- Develop and implement strategies to create a positive and safe school environment.
- Provide guidance and support to teachers and staff, fostering a collaborative school culture.

School of Unlimited Learning - Coordinator of Curriculum and Instruction | Fresno, CA | 08/2021 – 08/2024

- Leadership role creating change for the betterment of the school with an emphasis on curriculum and instruction for both the seated and independent study program.
- Contact vendors to assess available curricula and related materials.
- Target diverse learning modalities in development of new course content and training programs.
- Collaborate with administrators in the 2023 WASC reaffirmation process and successfully secured reaccreditation valid for six-years.

School of Unlimited Learning - Physical Education Teacher Fresno, CA •| 08/2000 – 08/2024

- Assess submitted class assignments, determined grades, and reviewed work with struggling students to boost success chance.
- Assess and evaluate student performance through use of
- standardized testing.
- Create and maintain safe classrooms for an environment conducive to learning for all students.

School of Unlimited Learning - Lead Teacher Fresno, CA • 08/2015 - 08/2021

- Leadership role that observed and recorded teacher methods to suggest improvements and increase student interest.
- Oversaw work of teaching team to optimize student education.
- Maintained detailed records of attendance, test scores and assignment grades for each student to identify trends and rectify issues.

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information
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Background

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. Attach resume.

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.

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

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.

5. Indicate the specific knowledge and expertise that you would bring to the board.

Authorization to release Information

My signature affirms that all information on this form 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 qualifications on behalf of the above referenced Charter School.
- Is valid during my entire time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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.

Signature: [signature]	
Name:	
Position on the Board:	Date: 10-14-25

Fresno, Unified School District Board Member information

For Lucy Luttrell

1) Past Member For Webster Elementry For Daughter. From 4th grade to 6th graders told one of The teachers at Soul who needed a parent member who invited me to join, who was principal at time.

2) To Help with my daughters school and be There for The school as a member of the board

3) Yes, Webster Elementary, Loved it. Was There for 3 years Helping, finding a principal, Helping with Budget, and learning about up Coming events also have been Helping as a Member for Governing Counsel. at Soul. for two years

4) Serving as a member allows me to Know where the funds For The School goes and what is needed to improve The school and Help the students.

5) Knowing the needs of the school providing my Attention to other parents to get involved. Helping to Know what is good for the students to stay in School. just Volunteering to Help Where I Can. is good.

Lucy Luttrell

Care Provider

559.776.4385 | sandrashouse@gmail.com | Fresno, CA

Objective

Detail-oriented and supportive care provider with strong organizational skills and a commitment to helping clients maintain stability and comfort in their daily lives. Known for providing dependable assistance, clear communication, and structured support tailored to each individual needs.

Education

Marshville High School

Coos Bay, Oregon
Junior Year

Skills

Inventory Management
Advertising
Teamwork
Time Management
Communication
Problem-solving
Compassionate client support
Customer Service

Experience

IHSS Fresno County
Provided compassionate and organized care for over 250 clients, ensuring their physical, emotional, and daily living needs were met with consistency and respect. Maintained detailed records, coordinated schedules, and supported everyone with personalized attention.

Lucy's Vintage Treasures
Owned and operated an antique store business, overseeing sales, inventory management, and customer relations. Developed strong organizational, marketing, and negotiation skills while maintaining a curated collection of unique vintage items.

August 1990 - Present

IHSS Fresno County
Care Provider

March 2000 - March 2006

Lucy's Vintage Treasures
Business Owner

Volunteer

Webster Elementary: Assisted in organizing a Christmas Program by reading *The Cat in the Hat* to children and helping set up R.O.U.R., a fun reward day for well-behaved students. This contributed to creating an engaging, positive environment for children during holiday activities.

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information
A separate fillable digital form will be provided.

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 charter school, but also entrusted with the obligation to see that the public monies that are given to the charter school are legally and prudently spent.

Providing the requested information for each board member will assist the District's Board in determining whether the petitioners are able to demonstrate that the charter school will be run in a financially, organizationally, and educationally sound manner and is consistent with the requirements of Education Code § 47605(h).

Background

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. Attach resume.

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.

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

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.

5. Indicate the specific knowledge and expertise that you would bring to the board.

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Signature: Bruce McAlister	
Name: Bruce McAlister	
Position on the Board: Board Member	Date: 10/13/2025

1. Indicate how you became aware of charter school. And the opportunity to serve as a member of its board. Including who invited you to sit on the board?

I have served on the Board of Commissioners for EOC over the last several years. I have been serving as a representative of the West Fresno Faith Based Organization.. My environment. On the board came about as a result of the EOC. Administration. There was a general feeling that it was important to be more connected. To the faith community. I've had the opportunity to serve on several different programs and I decided But I would like to try being involved with the SOUL charter school.

2. Explain why you wish to serve on the board. I would like to serve on the board because education has always been a important part of my life. Did W Fresno faith based organization is committed to fostering quality education in our community. And having members involved in educational settings. . I was privileged to work for a charter school in the past. I was hired to provide counseling services to children at risk. Being on the board of SOUL gives me an opportunity to give input into the structure of the SOUL Charter school..

3. Please Indicate if you have previously served on the board of a school district or not. For nonprofit corporation. Including the board of a non public school. And describe any relevant experiences. I served on the. Bored. Of the West Fresno Christian Academy for a number of years..
My primary experience as of late., has been with SOUL.

4. Describe your understanding of the appropriate role of a public charter school board member.
It is my understanding that part of the role of a school board member Is to advise the Principal and staff regarding the day to day operations of the

school. It is important to be aware of the quality of educational services that are being rendered to students and their parents. As a board member, I may be called upon to assist with fundraising that will generate additional revenue for the school and for activities related to the student body..

5. Indicate the specific knowledge and expertise you would bring to the board. Parrot.

Currently. I am engaged in part time work California State University. Fresno. A important part of our job is to be involved In community outreach. And participate in activities. That will further the education of young people in Fresno. Being a faith leader. I am constantly. Involved. And encouraging young people. Towards higher education, Hopefully I can be of a resource to some degree, in terms of encouraging young people to continue pursue their educational dreams.

Dr. Bruce McAlister, Superintendent

Servant Leader | Christian Educator | Licensed Clinical Social Worker

559-259-5449 brucemcalister25@gmail.com 449 E. Lester Ave, Fresno, CA 93720

Profile

A passionate and visionary servant of God with over four decades of faithful ministry experience in the Church of God in Christ. Committed to spiritual excellence, servant leadership, and Kingdom advancement through discipleship, education, and community outreach. A proven leader with pastoral integrity, administrative excellence, and apostolic vision, called to shepherd and strengthen the next generation of leaders.

Ministerial & Vocational Experience

PASTOR - SAINTS COMMUNITY CHURCH OF GOD IN CHRIST

FRESNO, CA | 1994 - PRESENT

Founded and grew a thriving ministry dedicated to holistic outreach, spiritual development, and family empowerment. Led major church expansions and renovations, including the construction of a new sanctuary. Mentored over 15 ministers and launched several auxiliary ministries including Men's Fellowship, Youth Impact, and Women of Grace.

CLINICAL THERAPIST - CALIFORNIA STATE UNIVERSITY FRESNO

FRESNO, CA | 1988 - PRESENT

Provided individual and group counseling to a diverse student population, addressing mental health challenges including anxiety, depression, academic stress, and life transitions. Conducted assessments, developed treatment plans, and collaborated with campus departments to support student wellness. Maintained confidential records and contributed to outreach and prevention efforts promoting mental health awareness on campus.

CHRISTIAN COUNSELING INSTRUCTOR - ECCLESIA UNIVERSITY OF DIVINITY

FRESNO, CA | 2015 - 2018

Taught graduate-level courses in Christian counseling, integrating biblical principles with evidence-based therapeutic practices. Mentored and equipped future counselors with spiritual insight, clinical tools, and ethical frameworks for faith-based mental health care.

Developed course materials, led engaging lectures, and facilitated discussions on topics such as pastoral counseling, crisis intervention, and spiritual formation.

LICENSED CLINICAL SOCIAL WORKER, FRESNO COUNTY DEPARTMENT OF MENTAL HEALTH

FRESNO, CA | 1974 - 1988

Provided comprehensive mental health services to diverse populations, including assessments, diagnosis, and evidence-based treatment for individuals and families. Collaborated with multidisciplinary teams to coordinate care, crisis intervention, and case management. Advocated for client needs within community systems while upholding ethical and culturally competent practices in all service delivery.

IBM CORPORATION. FRESNO, CA | 1971-1973

Education

Fresno City College, Fresno, CA - Associates of Arts, 1970

California State University Fresno, Fresno , CA - Bachelors of Arts, Social Welfare - 1972

California State University Fresno, Fresno , CA - Masters Clinical Social Work - 1973

Ecclesia University of Divinity, Fresno, CA - P.h.D Pastoral Clinical Christian Counseling - 2013

Community Involvement

THROUGHOUT THE YEARS, I HAVE ACTIVELY SERVED ON NUMEROUS COMMUNITY BOARDS, INCLUDING:

American Cancer Society

Mental Health Association

Juvenile Justice Commission

Evangelicals for Social Action

Ministerial Alliance

Trustee for VOICE and the California High-Speed Rail Project

I CURRENTLY SERVE ON THE FOLLOWING:

West Fresno Ministerial Alliance

Evangelicals for Social Action (ESA)

Commissioner for Fresno County Economic Opportunity Commission

West Fresno Faith-Based Organization

Dr. Martin Luther King Unity Committee

Ralpha Christian Counseling Board

Professional Affiliations & Credentials

Licensed Clinical Social Worker (LCSW)

Licensed Professional Clinical Counselor

Member, National Association of Social Workers

Member, National Association of Christian Counselors

Member, National Association of Black Social Workers

Member, California Association of Black Social Workers

Member, NAACP

Honors & Recognition

Inducted into the African American Trailblazer Museum of the San Joaquin Valley

Honored in 2023 by the Central Valley Musical Arts Coalition as Pastor and Superintendent of the Year

Ministry and Leadership Journey

During the early years of my Christian walk, I served faithfully in the local church as YPWW President and Sunday School teacher. Later, I was honored to serve as the District YPWW President for the Morning Star of the Valley District. Following that, I was appointed Area Sunday School Superintendent for the California Northwest Jurisdiction.

In 1976, I was ordained in the California Northwest Jurisdiction under the leadership of the late Bishop S.R. Martin. From 1978 to 1991, I served as Assistant Pastor to the late Superintendent John Chatman at Hull Avenue Church of God in Christ in Madera, CA. I was later appointed Elder in Charge at Hull Avenue COGIC from 1992 to 1993.

In 1984, I was appointed State Sunday School Superintendent for the California Northwest Jurisdiction under the leadership of the late Bishop W.W. Hamilton, a role I held until 2000. During that time, I was active in the International Sunday School Department under Bishop J.W. Macklin and contributed to the AIM Convention and Leadership Conferences.

In March 1994, I founded Saints Community Church of God in Christ, where I continue to serve as Pastor.

From 1987 to 2000, I was appointed AIM Chairman for the California Northwest Jurisdiction. In 2000, with the formation of the Nor Cal Metropolitan Jurisdiction under Bishop Jerry Wayne Macklin, I was appointed Dean of the Leadership Forum in Christian Education–a position I held through 2024.

In 2001, I was appointed Assistant Superintendent of the Fresno Metropolitan District by the late Superintendent Jeff Wheeler. In August 2005, I was honored to be appointed Administrative Assistant to Bishop Jerry Wayne Macklin, now First Assistant Presiding Bishop of the Church of God in Christ, a role in which I currently serve. I also continue to serve on the Ordination Board for the Nor Cal Metropolitan Ecclesiastical Jurisdiction.

In 2007, I was appointed Superintendent of the Fresno Metropolitan District, a position I hold to this day.

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information

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Background

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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.

Became aware as an elected member of the Fresno EOC Board of Commissioners and was invited by the Commission Chair.

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

With an undergraduate degree in Youth Development, my first professional passion has been designing and building systems that support young people.

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.

This is my first time on a school board. I currently sit on the board of the Sierra Health Foundation, The Center at Sierra Health, The Community Economic Mobility Investment Fund, and SHF Properties. I have previously served on the board of HandsOn Central California.

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

As a public charter school board member, I would be committed to ensuring the school's success through effective governance and oversight. My responsibilities include setting the school's vision, hiring and evaluating the school leader, and maintaining financial accountability and legal compliance. I act as a fiduciary, upholding the public trust by approving the budget, overseeing finances, and ensuring the school operates in alignment with its charter and mission. Additionally, I advocate for the school within the community and contribute to setting strategic goals for its growth and sustainability.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I bring knowledge and expertise in board governance and administration, government affairs, budgeting and finance, Human Resources and performance management, strategic planning, policy development, training facilitation, and positive youth development programs.

Authorization to release Information

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Signature: Debra McKenzie	
Name: Debra D. McKenzie	
Position on the Board: Member	Date: 10-14-2025

Debra McKenzie

559-936-7316 debbeem@live.com LinkedIn

Results-driven administrative professional with 15+ years of experience in local government and nonprofit management, specializing in **federally funded program oversight, transit operations, and grant compliance**. Skilled in managing multi-million-dollar budgets, ensuring adherence to **FTA regulations, Uniform Guidance (2 CFR 200), and DBE program requirements**, and leading procurement processes from solicitation through contract execution. Proven ability to conduct audits and reporting with zero findings, streamline operations, and foster partnerships across city, regional, and federal stakeholders. Adept at translating complex regulatory requirements into practical policies that strengthen accountability and advance community transportation services.

- **Grant & Compliance Oversight:** Expertise in administering federal and state transit grants, including FTA-mandated reporting, performance audits, and risk assessments.
- **Financial Management & Procurement:** Skilled in budget development, fiscal monitoring, and contract administration to ensure compliance with procurement and DBE requirements.
  Transit Program Administration: Experienced in planning, evaluating, and managing public transportation services, including asset inventory, safety reporting, and strategic program development.
- **Stakeholder & Regulatory Liaison:** Strong communicator with success representing agencies before federal and state regulators, city councils, and community partners.
- **Leadership & Team Development:** Track record of supervising diverse teams, building organizational capacity, and delivering results under dynamic conditions.

Career Experience

Central California Legal Services | Fresno, CA
Director of Administration | Aug 2019 – Present

- **Grants & Financial Oversight:** Administer multi-million-dollar budgets and oversee fiscal services, ensuring compliance with federal Uniform Guidance (2 CFR 200), state funding requirements, and grantor regulations. Direct preparation of financial reports, audits, and budget analyses for executive leadership and governing boards.
- **Regulatory & Policy Compliance:** Ensure organizational compliance with state and federal laws, collective bargaining agreements, and funder mandates. Develop and monitor policies governing personnel, procurement, contracts, and operations, aligning practices with best standards in public and nonprofit administration.
- **Contract & Procurement Management:** Oversee procurement processes, vendor contracting, and policy compliance to meet federal and state funding requirements. Review contracts to ensure adherence to funder rules and performance accountability.
- **Program & Strategic Planning:** Lead organizational planning initiatives, including a 3-year diversity, equity, and inclusion strategic plan and agency-wide succession planning. Facilitate retreats and staff training to strengthen leadership capacity and operational resilience.
- **Facilities & Asset Management:** Oversee facilities operations across multiple sites, including asset inventory, utilization, and replacement planning. Implement modern asset management practices to maximize efficiency and ensure long-term sustainability.

- **Technology & Systems Oversight:** Partner with IT managers and external vendors to oversee technology systems, budgets, and data reporting to funders, ensuring compliance with grant-funded technology upgrades and infrastructure investments.

City of Madera Administrative Office | Madera, CA
Program Manager | Jun 2017 – Jun 2019

Plan, organize, and direct the City's federally funded transit services and other grant-supported programs under the City Administrator's Office. Provide technical and functional supervision to staff, manage program compliance, oversee procurement and contract administration, and ensure fiscal accountability for an annual transit budget of $2M. Serve as liaison to City leadership, regional partners, and community stakeholders to support transit operations and secure funding opportunities.

Key Responsibilities

- **Transit Program & Grant Oversight:** Administered all aspects of the City's public transit programs, including budgeting, accounting, and reporting for a $2M annual transit budget. Managed federal and state transit grants in compliance with FTA regulations, Uniform Guidance (2 CFR Part 200), and Caltrans requirements.
- **Procurement & Contract Administration:** Developed and oversaw competitive solicitations and major service contracts, ensuring alignment with FTA procurement requirements and DBE participation goals. Directed environmental reviews, contract negotiations, and performance monitoring.
- **Regulatory Compliance & Reporting:** Conducted audits, policy reviews, and performance reporting to City Council, FTA, and other regulatory agencies. Achieved a successful **FTA Triennial Review with no findings** within eight months of assuming transit oversight.
- **Program Development & Strategic Projects:** Researched community needs and aligned services with funding opportunities. Directed projects such as the **construction of the City of Madera Transit Center**, launch of a **transit system marketing campaign**, and development of interagency partnerships to expand service to Madera Community College.
- **Stakeholder & Intergovernmental Coordination:** Represented the City Administrator's Office on intergovernmental transit committees, worked with state and federal agencies on grant compliance, and engaged community groups to improve transit access.

Key Accomplishments

- Secured **over $7M in competitive grants** from the U.S. Department of Justice, California Department of Transportation, and Federal Transit Administration.
- Successfully managed a **$5M multi-year federally funded service contract**, leading procurement from concept through contract execution.
- Partnered with regional transit providers to improve system integration and expand service reach.

County of San Joaquin Administrative Office | Stockton, CA
Senior Deputy County Administrative Officer | Jun 2014 – Jun 2015

- Oversaw strategic initiatives across **25 county departments**, improving service delivery by **15%**.
- Administered **$235M** in budgets, including health, human services, and veterans programs, ensuring accountability and compliance with funding requirements.
- Led interdepartmental collaboration to streamline HR processes, increasing project completion

rates by **25%**.

County of Fresno Administrative Office | Fresno, CA
Principal Administrative Analyst / Gang Task Force Coordinator | Jul 2008 – Jun 2014

- Directed policy and budget analysis for departments with combined budgets exceeding **$500M** in social services, public health, and child support.
- Designed and implemented **multi-year strategic plans** addressing youth violence prevention and community safety, securing **$1.2M** in competitive funds.
- Coordinated inter-agency and community-based collaborations to address systemic inequities and improve service outcomes.

Children's Health Initiative for Fresno County | Fresno, CA
Interim Director | 2007

- Secured almost $500K in private funding and led a $2.5M initiative to provide **universal health coverage for children**, enrolling 8,000+ in qualified health plans.
- Strengthened coalition partnerships to sustain long-term access to care.

The California Endowment | Fresno, CA
Program Associate | 2005 – 2007

- Managed a **$2M annual grant portfolio**, improving health access through capital projects and service expansion.

California Friday Night Live Partnership | Visalia, CA & Alameda County
Statewide Coordinator / Program Manager | 1994 – 2003

- Directed a 54-county statewide network advancing **youth leadership, behavioral health outcomes, and community development**.
- Secured **$360K** for media campaigns and led a technical assistance pool that trained diverse statewide teams in evidence-based, inclusive, and culturally responsive practices.

EDUCATION & CERTIFICATIONS

MBA, Regis University | **BA**, Concordia University
Certificate in Transit and Paratransit Management | University of the Pacific
Certificate in Corporate Governance | UCLA Anderson School of Management
Certificate in Diversity, Equity, & Inclusion in the Workplace | Univ. of South Florida
Certificate in Nonprofit Management | OneJustice Executive Fellowship

BOARDS & COMMUNITY LEADERSHIP

Board of Commissioners | Fresno Economic Opportunities Commission
Board of Directors | Sierra Health Foundation
Former Commissioner | City of Fresno Planning Commission & Housing and Community Development
Graduate | San Joaquin Political Academy
Graduate | City of Madera Citizen's Police Academy
Graduate | San Joaquin County Sheriff's Citizens Academy
Graduate | City of Fresno Citizen's Academy

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information

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Background

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. Attach resume.

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 have served as a Fresno Economic Opportunuties Commissioner(FEOC) for over 24 years. I was originally placed on the School of Unlimited Learning Advsiory Board in 2001 by Roger Palomino, former CEO of FEOC. All past and current CEOs of FEOC have assigned me to the Advisory Board of the School of Unlimited Learning.

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

Serving on the Board allows me to utilze my theraputic, academic, and work experience to serve the students at SOUL. I'm concerned about our community and the students at SOUL are a vital part of that community. The students at SOUL are from all parts of the city. I enjoy sharing my passion and expertise with students and their families.

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.

Since 2001, I have served on the board of Fresno Economic Opportunities Commission.

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

*Public Charter School Board members must be knowledgeable of the Charter School Petition. An awareness of what is required of the charter school by the Chartering School District and the California Department of Education. *Provide Fiduciary oversight (monitoring financial, approving budgets) * Hiring of the Principal/Director *Approve major policies, bylaws, and any documentation needed by the school district and CDE. * Serve as a consulting resource to the board.

5. Indicate the specific knowledge and expertise that you would bring to the board.

*23 years of experience as Guidance and Head Counselor at a Fresno High school, working with students, parents, and staff. *30+ years of work experience in multiple careers, Retail Buyer, Store Manager, Pacific Telephone operator. * Increased graduation rate and a to g perfomance of all students. * Knowledge of district and state graduation requirements, as well as entrance requirements for post secondary educational and career options.

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Signature:	
Name: Jimmie Rodgers	
Position on the Board: Secretary	Date: 10/13/2025

JIMMIE(JIMI) RODGERS

Fresno, CA 93727
(559) 696-0411 - jimi.rodgers6299@gmail.com

PROFESSIONAL SUMMARY

Dedicated Educational/social worker professional with history of meeting company goals utilizing consistent and organized practices. Skilled in working under pressure and adapting to new situations and challenges to best enhance the organizational brand. Experienced Counselor/School Social Worker with over 25 years of experience in Education. Excellent reputation for resolving problems and improving customer satisfaction.

SKILLS

- Collaboration
- Critical thinking
- Written Communication
- Adaptability
- Teamwork
- Data management
- Cultural awareness
- Analytical skills
- Supervision
- Compassion
- 40+ years of Quilting Experience

WORK HISTORY

01/2010 to 06/2018 **Head Counselor**
Fresno Unified School District – Fresno, CA

- Managed 7 counselors and 3 clerical staff
- Coordinated guidance curriculum
- Coordinated training of counseling staff and counseling and social work interns
- Developed and maintain Student driven Master Schedule for 2800 students
- Reviewed all student transcripts
- Collaborated with school staff and administrators
- Increased graduation rate

02/1995 to 01/2010 **Counselor**
Fresno Unified School District – Fresno, CA

- Maintained caseload of 400-750 students. Increased graduation rate
- Conducted academic advisement services for students on reoccurring basis to maintain educational progression.
- Discussed student success strategies and development of study skills.
- Advised students individually and in groups on academic programs for individual interests.
- Assisted students in selecting courses to align with interests and abilities.
- Provided support and guidance to students experiencing academic and personal troubles.
- Reviewed student files to meet deadlines for completing various graduation requirements.

01/1993 to 01/1995 **Student Assistance Program Counselor**

Comprehensive Youth Services – Fresno, CA

- Identified issues that hindered student academic achievement.
- Worked with individuals to help understand and overcome personal, social or behavioral problems affecting educational or vocational situations.
- Conducted individual and group counseling sessions.
- Assist school administration in reducing student suspensions
- Maintained caseload of 25- 30 student K-8th grade
- Exceeded goals through effective task prioritization and great work ethic
- Demonstrated respect, friendliness and willingness to help wherever needed

EDUCATION

05/1993 **Master of Science: Social Work**
California State University - Fresno - Fresno, CA
Pupil Personnel Service Credentials in School Social Work, Child Welfare and Attendance, and School Counseling

05/1978 **Bachelor of Arts: Home Economics**
Dominican University - River Forest, IL

06/1975 **Associate of Arts: Liberal Arts And General Studies**
Cerritos College - Norwalk, CA

Fresno Unified School District

Fresno Unified School District
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5. Indicate the specific knowledge and expertise that you would bring to the board.

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- 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 qualifications on behalf of the above referenced Charter School.
- Is valid during my entire time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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.

Signature:	
Name: Julio Cesar Romero	
Position on the Board: Member	Date: 10/3/2025

Julio Cesar Romero
Request for Board Member Information
October 3, 2025

1. How did you become aware of the charter school and the opportunity to serve as a board member, including who invited you to sit on the board?
Fresno EOC Health Services was selected to serve on the board due to its experience working with at-risk youth in both education and medical services. The selection was made in 2019 by then-Principal Mark Wilson. Initially, Jane Thomas, Director of Fresno EOC Health Services, served as the representative for one year before the responsibilities were transferred to me in my role as Assistant Director.

2. Why do you wish to serve on the board?
I wish to serve on the SOUL Governing Council because I greatly admire the work being done by SOUL staff. Serving on the board allows me to give back to my community and support youth in achieving success.

3. Have you previously served on a school district board or a not-for-profit corporation (including the board of a non-public school)? Please describe relevant experience.
Yes. From 2014 to 2019, I served as the Community Representative for the Fresno EOC Head Start Countywide Policy Council. In that role, I provided health-related resources and information to parents and site representatives.

4. What is your understanding of the appropriate role of a public charter school board member?
The role of a public charter school board member is to provide oversight, guidance, and accountability regarding the school's successes, challenges, and areas for improvement. Board members offer an objective perspective while ensuring that all decisions prioritize the best interests of the students and the overall success of the school in a safe and responsible manner.

5. What specific knowledge and expertise would you bring to the board?
I bring a medical and public health perspective to the SOUL Governing Council. I have more than 10 years of experience designing, educating, and implementing health education programs for adolescents ages 13–18. Throughout my career, I have worked collaboratively with schools, teachers, administrators, and superintendents across a wide range of educational settings—including traditional schools, charter schools, rural and urban school sites, and afterschool programs.

Julio Cesar Romero

Office Address:
Fresno Economic Opportunities Commission
Health Services
1920 Mariposa Mall Suite 115, Fresno CA 93721
fresnoeoc.org/Health Services

Education:

May 2018	Master of Public Health (MPH) with an option in Health Promotion from California State University, Fresno in Fresno, CA.
May 2010	Bachelor of Science in Business Administration (BS) with an option in Management from California State University, Fresno in Fresno, CA.
May 2010	Bachelor of Science in Chicano Studies (BS) from California State University, Fresno in Fresno, CA.

Professional Experience:

Assistant Director — Fresno, CA — 12/2020 - Present
Fresno Economic Opportunities Commission – Health Services

- Supervise Program Managers, Project Coordinators, Facilitators/Health Educators, Facilitators/Case Managers, Outreach Health Educator and other staff as assigned.
- Coordinate parent workshops with rural parents in Fresno County.
- Work closely with medical providers to expand services to include Family Planning and Reproductive Health, including teen friendly services and confidentiality.
- Responsible for the supervision of program staff which includes setting individual goals and objectives, providing guidance, training, and direction. Works closely with the Director to ensure goals and objectives are being met.

Director (10% FTE) — Fresno, CA — 07/2018 - Present
Fresno Economic Opportunities Commission - Adolescent Family Life Planning (AFLP)

- Responsible for all fund development, grant writing and contracts that support AFLP.
- Develop and oversee AFLP's operational policies and procedures, including effective decision-making processes, controls etc. that will enable AFLP to achieve its short and long-term goals/strategy.
- Oversees and manages all accounting functions for the organization including but not limited to auditing, budgeting, financial analysis, and payroll.

Healthcare Projects Manager — Fresno, CA — 08/2012 – 12/2020
Fresno Economic Opportunities Commission – Adolescent Development Programs

- Supervise professional staff in implementing health programs, objectives, and goals.
- Evaluate the work of staff to ensure that programs are implemented properly and the information being delivered is of appropriate quality and that resources are used effectively.
- Created an adolescent development curriculum that is technologically based in partnership with UCSF and Youth-Tech-Health. I work closely with our partners to maintain the website, app, and tablets that are used during implementation.

- Work with at-risk youth and sites to implement the program and facilitate focus groups and observations between UCSF and the youth in the program.
- Document activities and record information, such as the numbers of students serviced, trainings or workshops attended, presentations conducted, and persons assisted.
- Maintain databases, budgets, reports, timecards, mailing lists, telephone networks, and other information to facilitate the functioning of health education programs.
- Complete RFA/Grants with, staff or individually to receive program funding.

Professional Activities:

May 2018	Speaker at the 2018 Adolescent Pregnancy Prevention Conference. The name of the presentation was, Successes and Lessons Learned from An Innovative Youth-Centered Initiative
August 2013 – July 2020	Community Representative at Fresno EOC Head Start Policy Council. Provide health related updates and resources to members, parents, and participants from Early Head Start and Head Start.
September 2013 & 2015	Speaker at the Adolescent Sexual Health Conference put on by Maternal Child and Adolescent Health. I led a panel discussion titled "What I Wish I Would Have Known"

Certification and Trainings

August 2014	Facilitator training for the evidence based curriculum Be Proud! Be Responsible! from the California STD/HIV Prevention Training Center
March 2014	Facilitator Training for the evidence based curriculum Sexual Health and Adolescent Risk Prevention from the California STD/HIV Prevention Training Center
August 2013	Family Planning Health Worker Certification from the California Family Health Council
March 2013	Professional Development Training in the area of the African American Mental Health by Dr. Malik Raheem at the Holistic Cultural Education Wellness Center.
January 2013	Professional Development Training in the area of the Mexican Family Cultural Processes and Mental Disorders by Dr. Juan Garcia at the Holistic Cultural Education Wellness Center.
December 2012	Professional Development Training in the area of Child Abuse and Mandated Reporter Training by Daniela Michel with the Fresno Council on Child Abuse Prevention.

Grants/Request for Proposals

August 2016	Health Education and Recruitment Transportation Team form Title X Family Planning Services Program Contractor: Fresno Economic Opportunities Commission Amount Requested: $120,000 Amount Funded: 100%
June 2016	Personal Responsibility Education Innovative Strategies from the Family Youth Services Bureau Contractor: UCSF Amount Requested: $300,000 Amount Funded: 100%

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information

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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter school will be run in a financially, organizationally, and educationally sound manner.

Background

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. Attach resume.

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 have been aware of the School of Unlimited Learning since 2001 and have worked with its various administrators on preaparing the local workforce over that time period. My former director had been a member of the SOUL governing council and upon his retirement, Jack Lazzarini asked me to fill his vacancy.

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

As the Director of a urban Fresno youth workforce innovation and opportuniites act program serving youth 14-24, it is a great opportunity to tie my federal WIOA program with SOUL along with the 8 mainstream high schools my program serves in Fresno and Clovis Unified School Districts.

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 never sat on another school board but I am a member of the Kings River Conservancy wihich is a 501c3 non-profit and a member of Reedley Colleges Career Technical Education Advisory Boards for Automotive and Forestry/Natural Resources

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

To develop and ensure that policy and procedures are set in place, to have oversight for the financial health of the charter and to leverage outside resources for the benefit of the students.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I am an expert in the workforce development arena with over 30 years of experience. In particular I have been an active manager/director in the creation of the Workforce Connection local system since its inception in 1999.

Authorization to release Information

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- Is valid during my entire time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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.

Signature:	
Name: Patrick Turner	
Position on the Board: Member	Date: 14 OCT 2025

PATRICK TURNER

1248 W. Oak Drive Circle Reedley CA 93654 · 559-288-3189
patrickturner_98@yahoo.com

Education

California State University, Fresno (1986-1989)

- Majored in Russian Language
- Minored in Military Science/Geography

Experience

Director of Employment Services Training and Employment and Interim Director of Transit Systems Division, Fresno Economic Opportunities Commission (2006 – Present)

Currently I oversee the provision of services for Workforce Connection youth program in Urban East Fresno, the County Wide Summer Internship Program and City of Fresno One Fresno Youth Jobs Corps, Valley Apprenticeship Connections Program, the California Economic Resilience Fund Program in Fresno, the Good Jobs Challenge for Rural Fresno County, Advance Peace, a gun violence reduction program, Stop the Violence anti-gang initiative, and the employment services components of the Local Conservation Corps. I also oversee the Transit System and a total budget of over fifteen million dollars. I am the subject matter expert for our outdoor careers training project with the Greater Sierra Forestry Corps where we prepare inner-city youth for work as wild land firefighters and with our fee for service program of clearing defensible space around fire prone homes and businesses. I administer an annual budget of over $9 million per year and work with community partners to write grants that support the small rural communities. I work with small cities within Fresno County on behalf of Fresno Economic Opportunities Commission to develop intervention programs to defer youth from gang activity by creating subsidized employment opportunities paired with community service projects to instill community pride while earning a wage. I assist with the small cities in Fresno EOC's Strategic planning processes while also providing summer internships to the rural and urban communities. I have partnered on small projects with the Big Sandy Rancheria Tribal Administration and we look for linkages on a regular basis. I currently oversee a staff of 141 along with being an active partner with the other Directors ranging from our Head Start programs where I am a hiring panelist for their management to our Local Conservation Corps which is my direct partner in our division. I am chair of the Enterprise Team at Fresno EOC where I guide our programs in developing fee for service programs that bring unrestricted funding into the organization to broaden the scope of our deliverables. I report to the tripartite board at EOC for all the geographic spatial analysis for mapping. I was at one time the grant writer for Employment and Training and have been helpful in assisting the agency's grants team with various proposals. I administered our incarcerated youth program from 2006-2013, over saw the ARRA era summer internship program that served 1,000 youth per summer with successful outcomes, and I took over the organization and execution of Fresno EOC's 50th anniversary monthly programs which included bringing Congressman John Lewis and many other dignitaries to our agency. Other Duties as assigned.

Adult Program Manager, Fresno Regional Workforce Investment Board (2005-2006)

I administered the Adult and Dislocated Programs for the County of Fresno's Workforce Board. I oversaw the service providers and their activities in delivering contracted Workforce Investment Act One Stop services. I administered the budget for all related programs, advised the full board of performance and maintained the individual training accounts for the system. I am very knowledgeable in the sections 132 adult services, section 134 youth services and section 166 tribal funding for the Department of Labor continuing Workforce system under WIOA.

Quality Assurance Manager, Affiliated Computer Services (2003-2005)

Oversaw the regional quality program for Affiliated Computer Services (a Fortune 500 Company). Was a National Workforce and Welfare Subject Matter Expert, Developed their Vendor Pay Program. Trouble shot issues with

local hiring practices in their lower Rio Grande Valley project, oversaw the overhaul of that entire project turning what was a money losing unit into a profitable and viable project.

Administrative Analyst, CSU Fresno Foundation (2001-2003)

Implementation staff for the local one stop system, oversaw the creation of the first policy and procedures manual for the Workforce Investment Act programs in Fresno County. Performed basic GIS functions for mapping businesses in the county, collaborated with County of Fresno Human Services System on the joint development of regional centers.

Eligibility Worker 3/Job Specialist 2/Staff Analyst- Fresno County Department of Social Services/ Human Services System and Chief Administrator's Office (1994-2001)

Eligibility Worker in the Aged, Blind and Disabled and TANF programs as an intake worker for Medi-Cal and Food Stamps. Transferred to be a Job Specialist working in the Job Club office and pulled to assist with the development of the Selma Regional Center and was the agency's delegate to the new Workforce Investment Act system. Worked in the CAO's office as the Analyst for Sheriff/Fire/Public Works/Fresno Regional Workforce Investment Board.

United States Army (regular and reserve) (1984-1994)

Enlisted Military Occupational Specialty as a 97E interrogator (linguist), was chosen for "Green to Gold" program in 1985, early commissioning in 1989 branching Military Intelligence (35A), learned Russian and Eastern Slavic languages, Specialized in Soviet Studies both cultural and military.

Skills

- Ran a TANF Vendor Pay System for Fresno County Department of Social Services
- Able to organize interagency collectives
- Integral part of Fresno EOC's strategic planning team
- Able to lead multiple programs at the same time while growing and empowering my management team
- Leads Fresno EOC's Enterprise Team
- Maintains agency liaisons with rural communities
- Highly skilled at budgeting and forecasting fiscal needs
- Grant writing
- Grants administration to maintain compliance with objectives and grant parameters

Committees

- Current Planning Commissioner for the City of Reedley
- Current Chair for Reedley College's Automotive Advisory Board
- Current Chair of the Conservation Committee of the Kings River Conservancy
- Current Chair of Fresno EOC's Enterprise Team
- Current Member of the Forestry and Natural Resources Advisory Board for Reedley College
- Current Director/ Board Member of the Kings River Conservancy
- Current Advisory Board Member for Turning Point's Fresno County Service Area

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information

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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter school will be run in a financially, organizationally, and educationally sound manner.

Background

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. Attach resume.

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 School of Unlimited Learning (SOUL) via the EdJoin job board. As the Chief Academic Officer/Principal I am assigned to the Board.

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

It is my life-long mission to provide students with the best educational experience possible. I also believe that providing the best work environment possible for school staff will enhance SOUL's effectiveness and reputation in the community.

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 never served on a board previously. However, I have worked in TK-12 education for 25 years.

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

The role of the board is governance and oversight.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I bring 25 years of experience in public education.

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:

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Signature:	
Name: Dion Varnado, Ed. D.	
Position on the Board: Staff Member	Date: 10/22/25

Dion Varnado, Ed. D.
2336 Calaveras St.
Fresno, CA
559-500-1352
dion.varnado@fresnoeoc.org

Educational Philosophy

Education is the great equalizer. I am a veteran educator with 20 years experience in instructional leadership. Providing students and colleagues with support to meet 21st century challenges is where I excel. Equity in education increases the likelihood of all students' success. Relationships, Rigor, Relevance and Energy must infuse a successful school. Education is the linchpin to our current age of civilization. As a Board member I will ensure that the connection between education and opportunity is secure

Education

University of Mary Hardin-Baylor, Ed.D. in Educational Administration; K-12 (05/2019)
Fresno Pacific University, M.A. in Education; Administrative Services (08/2006)
California State University, Fresno; B.A. History (12/1998)

Certificates

Preliminary Administrative Services, Clear Secondary Social Studies Teacher

Education Experience

2025-Present Chief Academic Office & Principal SOUL Charter High School
2021-2025 Education Consultant
2003-2021 Assistant Principal & Principal
1999-2003 Social Studies/English Teacher

Professional Development

Presenter California League of Middle Schools 2007 Conference
"Proactively Meeting the Needs of Minorities in a Majority Environment"
2008 Kilgo Data-Driven Decisions Conference
2009 AVID/College Board National Conference
2009 Level I CMSI Curriculum Audit Training
2009 Completion Rate/Leaver Training
2010 NABSE Conference
2012 ASCD National Conference
2013 Professional Learning Communities Training
2014 Attended Special Education Law and Legal Digest Conference
2015 Attended TABSE Conference
2018 Graduated RELAY Graduate School Instructional Coach Training
2018 Study Abroad of education systems: Germany, France, Amsterdam, & Belgium

Military Experience

Enlisted in United States Navy from September 1989—September 1993, honorable discharge

Other Work Experience

Correctional Officer, Fresno County Sheriff's Department January 1996—July 1999
Correctional Officer, Westville Correctional Center, Westville, IN June 1994—August 1995

Fresno Unified School District

Fresno Unified School District
Request for Board Member Information
A separate fillable digital form will be provided.

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 charter school, but also entrusted with the obligation to see that the public monies that are given to the charter school are legally and prudently spent.

Providing the requested information for each board member will assist the District's Board in determining whether the petitioners are able to demonstrate that the charter school will be run in a financially, organizationally, and educationally sound manner and is consistent with the requirements of Education Code § 47605(h).

Background

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. Attach resume.

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.

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

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.

5. Indicate the specific knowledge and expertise that you would bring to the board.

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Signature: Benita M. Washington (Oct 23, 2025 10:28:30 PDT)	
Name: Benita M. Washington	
Position on the Board: Vice Chair	Date: 10/23/2025

Benita M. Washington MSW, PPSC

Education:

1993 Master of Social Work, California State University Fresno

1990 Bachelor of Arts in Social Work, California State University Fresno

Credentials:

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

Additional Training:

2008 - Association of California School Administrators – Personnel Administrators Academy

1995- Fresno County Department of Social Services Parent Education Unit Nurturing Program

Education Employment Experience:

Pupil Personnel Credential Coordinator – California State University Fresno May 2023-Current

- Responsible for the coordination of the PPS sub specialization and adhering to the accreditation requirements.
- Provide annual training for field instructors.
- Verify certificate of clearance and BSR scores for all candidates prior to beginning internship.
- Review university procedures regarding instruction, grades and credential program requirements with social work faculty.
- Provide orientations and workshops for PPS students, candidates and their field instructor.
- Maintain PPS files and recommend candidates for their credential.
- Data collection and submission of the CTC annual reports.
- Serve as a primary liaison between CSU Fresno, Department of Social Work Education and the central valley school districts.
- Review and approve PPS candidate's practicum evaluations.
- Plan PPS Credential Committee membership for the academic year.
- Conduct PPS Program Information session for new MSW students.
- Participated in program renewal to improve the program and student outcomes.
- Conduct PPS Program Orientation session for new PPS candidates.
- Conduct exit meeting for graduating PPS candidates.
- Submit state ADS program data in response to request from KSOEHD.
- Established process for signing PPS program completion forms for graduating candidates applying for the credential.
- Review student request to meet the BSR through coursework using the BSR Audit form.
- Respond to public inquiries about the PPS program.
- Respond to alumni questions about applying for the PPS credentials.
- Attend KSOEHD coordinating meetings of all programs that comprise the "Unit" of credential programs.
- Collection, analysis, and reporting of program outcomes annually to CTC.

- Preparation of all narratives exhibits and program outcome data for accreditation.
- Planning and coordination of students, alumni, faculty, and school partners for site visit.
- Monitor student progress by reviewing field evaluations through the intern placement tracking system.
- Serve as PPS faculty liaison for all PPSC candidates as well as other students.
- Developed professional development training opportunities for PPSC candidates.
- Advise students regarding course selection, and educational and career goals.

Assistant Field Coordinator - California State University Fresno **August 2014 – May 2023**

- Developed field placement opportunities for students enrolled in the Bachelor of Arts in Social Work program.
- Planned, coordinated, and implemented field practicum, field orientation, field pre-requisite presentations.
- Trained students, field instructors, agency supervisors, faculty liaisons on field policy, procedure, and education.
- Monitored the implementation of policies and procedures related to field education.
- Participated in the development and revision of field curriculum; evaluation instruments; and field manuals in collaboration with practicum faculty.
- Referred students to campus and community resources.
- Worked collaboratively with CSUF Career Development Center, Project Rebound, Student Health and Counseling Center, EOP, TRIO, Renaissance Scholars, Veterans, Academic Success Coaching as well as community agencies to address student readiness for field and specific needs and/or barriers of students.
- Participated in outreach activities on campus and in the community.
- Assisted with the development of plans to maintain placements in collaboration with students, academic advisors, field instructors, agency supervisors and the field education coordinator.
- Resolved issues of concerns that may arise during student's field education experience.
- Taught courses in the field sequence.
- Provided comprehensive counseling services for assigned students which included formerly incarcerated, and students impacted by the juvenile justice system.
- Interfaced with community partners on issues related to curriculum; job openings for students; research opportunities; and partnerships.
- Developed and coordinated a Hmong mentoring program.
- Served as a faculty liaison to PPSC candidates as well as other students when necessary.
- Served on university, college, and department committees.
- Conducted student interviews to assess their career interest and referred them to the appropriate practicum site.
- Served as an advisor for the Alpha Kappa Alpha sorority.

Field Faculty - California State University Fresno **January 2013- May 2014**

- Recruited, assessed, and recommended BA field placement agencies to the field review and certification committee for approval.
- Supported field placements, students, field instructors, agency supervisors, and field faculty liaison with existing campus and community field placement sites.

- Ensured learning opportunities provided by community agencies met the practicum requirements and assessed if the agencies culture were a good fit for students.
- Provided orientation and training to students, field instructors, agency supervisors, and field faculty liaisons.
- Provided regular consultation to students, field instructors, agency supervisors and field faculty liaisons.
- Participated in the problem-solving process when concerns arise related to student's and/or agency staff behavior and/or performance.
- Worked in partnership with field instructors and agency supervisors to help the student integrate and apply the knowledge and skills learned in the classroom to the field experience.
- Provided weekly supervision for students participating in field with a non-social work agency supervisor.
- Provided input to the field coordinator regarding the quality; availability; numbers and types of possible placements.
- Participated in department committee meetings.
- Developed PPSC learning agreements.
- Taught courses in the field sequence.
- Participated in transfer and matriculation activities.
- Served as a liaison between community agencies, department and the university.

Attendance Officer - Fresno Unified School District **March 1998- November 2012**

- Provided leadership in determining goals and objectives related to support services for students, including monitoring student attendance patterns within the district and working with school sites to implement best practices for improvement, including but not limited to court proceedings; work permits; caregivers affidavits; Project Access; Student Attendance Review Team and Student Attendance Review Board.
- Implemented district-wide child abuse training.
- Developed and supervised the District's K-12 school social work program as well as the assigned classified staff to ensure that students and families received appropriate support services and intervention.
- Conducted district, regional and state-wide training for paraprofessionals and professionals.
- Served as the social work PPS internship coordinator and liaison for Fresno Unified School District and Department of Social Work Education at California State University, Fresno.
- Created partnership with district staff and community agencies to reduce the district's drop-out rate and increase attendance and graduation rates.
- Implemented and administered the Elementary School Counseling Grant, and the Safe Schools Healthy Students Grant.
- Provided direction for the development and implementation of the district's truancy student data management system that collected and evaluated attendance, suspension, and dropout information for the district.
- Served as a field instructor for the Department of Social Work Education at California State University, Fresno, Pupil Personnel Service Candidates.
- Interfaced and collaborated with county and community agencies including but not limited to law enforcement, child protective services, probation, juvenile court judges, elected officials and comprehensive youth services.
- Worked with a diverse population of students to increase attendance, graduation rates and post-secondary education.
- Served as School Social Worker as needed.

Student Assistant Program Counselor, Comprehensive Youth Services, Fresno, CA February 1995 – March 1998

- Completed multidimensional psychosocial assessments.
- Developed comprehensive case plans in collaboration with students, parents and faculty when deemed appropriate.
- Provided case management and linkages to district, school site and community resources.
- Provided individual, group and family clinical counseling services to address the social and emotional factors that impacted student academic success.
- Conducted classroom presentations regarding substance abuse, mental health and student conduct.
- Consulted with faculty, staff, interdisciplinary teams and community providers.
- Provided crisis intervention and management services for exhibiting high risk behavior.
- Reported child abuse and completed the necessary documentation and notified administration and necessary and/or required parties.
- Participated in psycho-educational school wide campaigns and activities aimed at reducing substance abuse.
- Provided school social work services to students and families.
- Conducted conflict resolution sessions with middle school students in an effort to reduce physical altercations on and off the school campus.
- Worked closely with administration on issues including but not limited to family engagement, mental health, student conduct, student achievement, school safety, and school wide intervention.

Instructor, Fresno County Department of Social Services and Fresno Adult School September 1996-February 1998

Nurturing Parenting Program

Professional and Community Affiliations and Service

Member, California Alliance of African American Educations
Member, California Association of School Social Workers
Member, Black Faculty and Staff Association
Member, Fresno Chapter of Black Social Workers
Member, National Association of Black Social Workers
Member, Wellness Committee, Saint Community Church of God in Christ,
Member, Madera Community College, Social Work and Human Services Advisory Committee
Member, San Joaquin Section of California Association Supervisors Child Welfare and Attendance (CASCWA)
Vice Chair, Fresno Economic Opportunity Commission, School of Unlimited Learning, Governing Council Board Chair, PPS Advisory Committee

LCFF Budget Overview for Parents

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

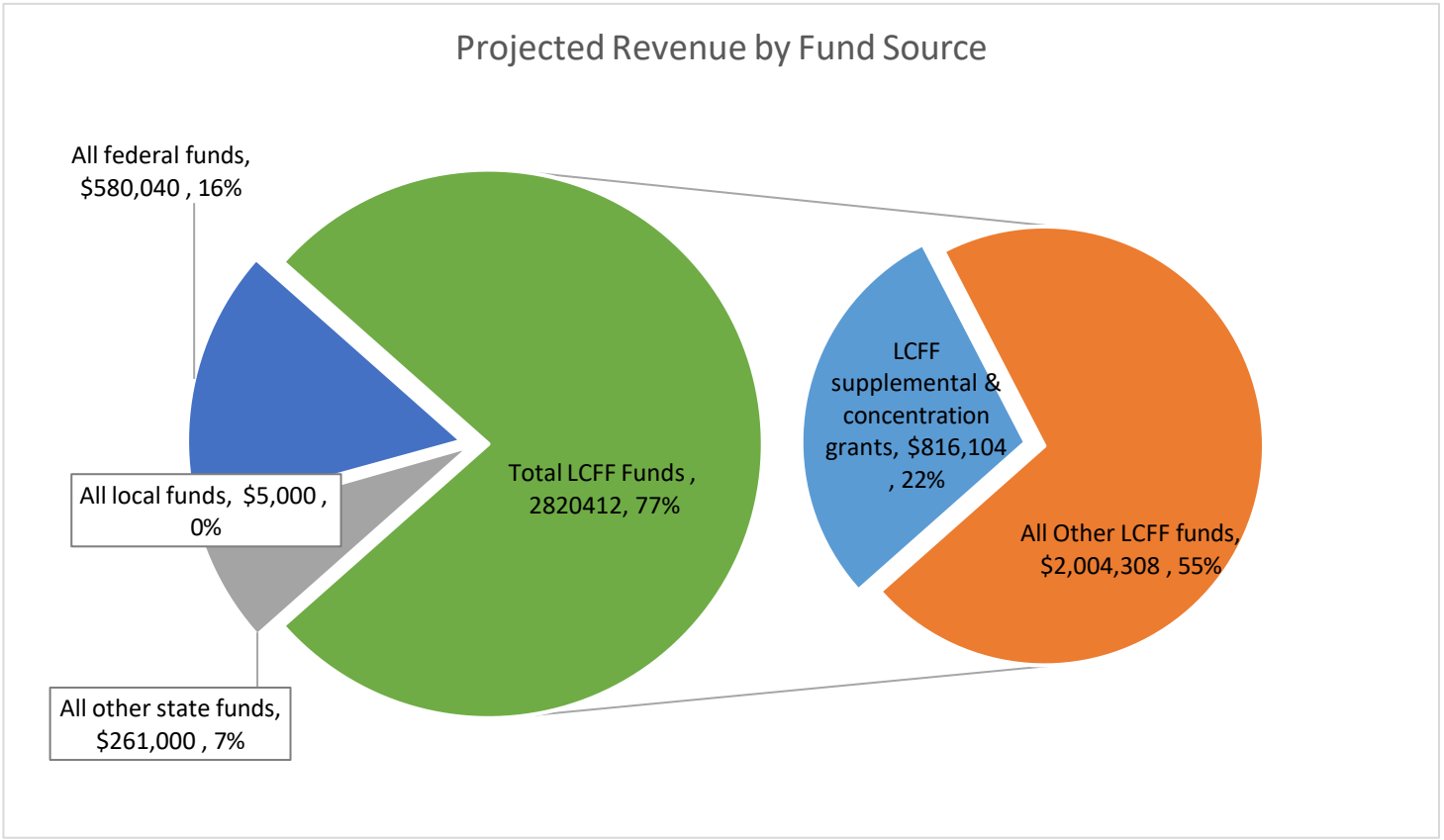
CDS Code: 10621661030642

School Year: 2025-2026

LEA contact information: Dr. Dion Varnado

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

Budget Overview for the 2025-2026 School Year

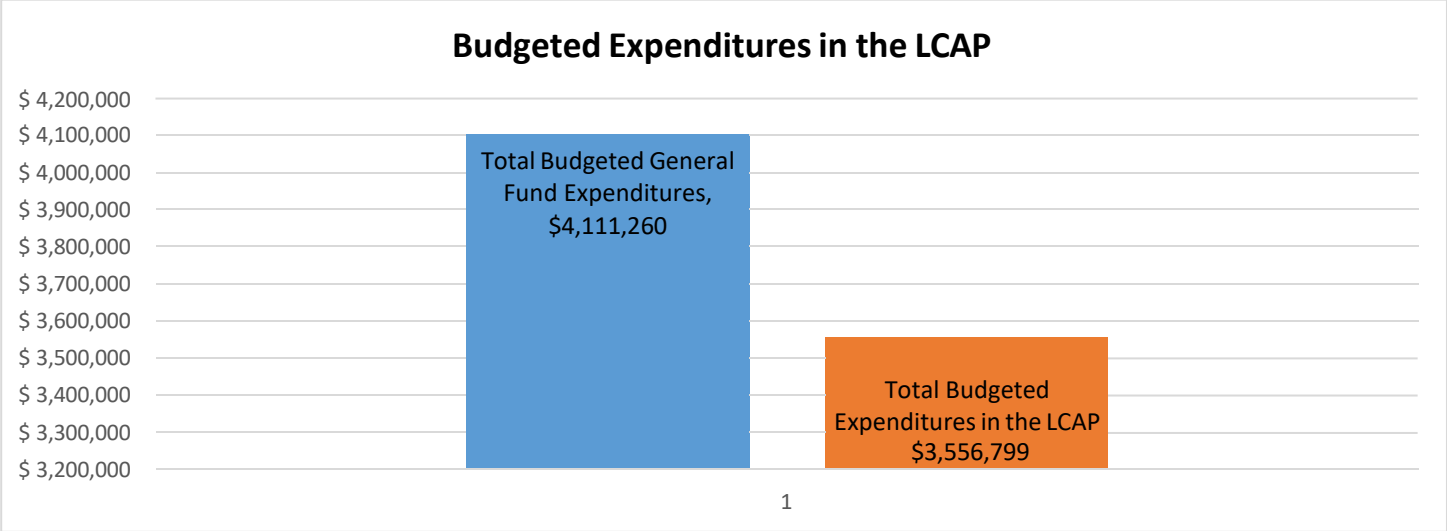


This chart shows the total general purpose revenue School of Unlimited Learning expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for School of Unlimited Learning is $3,666,452.00, of which $2,820,412.00 is Local Control Funding Formula (LCFF), $261,000.00 is other state funds, $5,000.00 is local funds, and $580,040.00 is federal funds. Of the $2,820,412.00 in LCFF Funds, $816,104.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much School of Unlimited Learning plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: School of Unlimited Learning plans to spend $4,111,260.00 for the 2025-2026 school year. Of that amount, $3,556,799.00 is tied to actions/services in the LCAP and $554,461.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

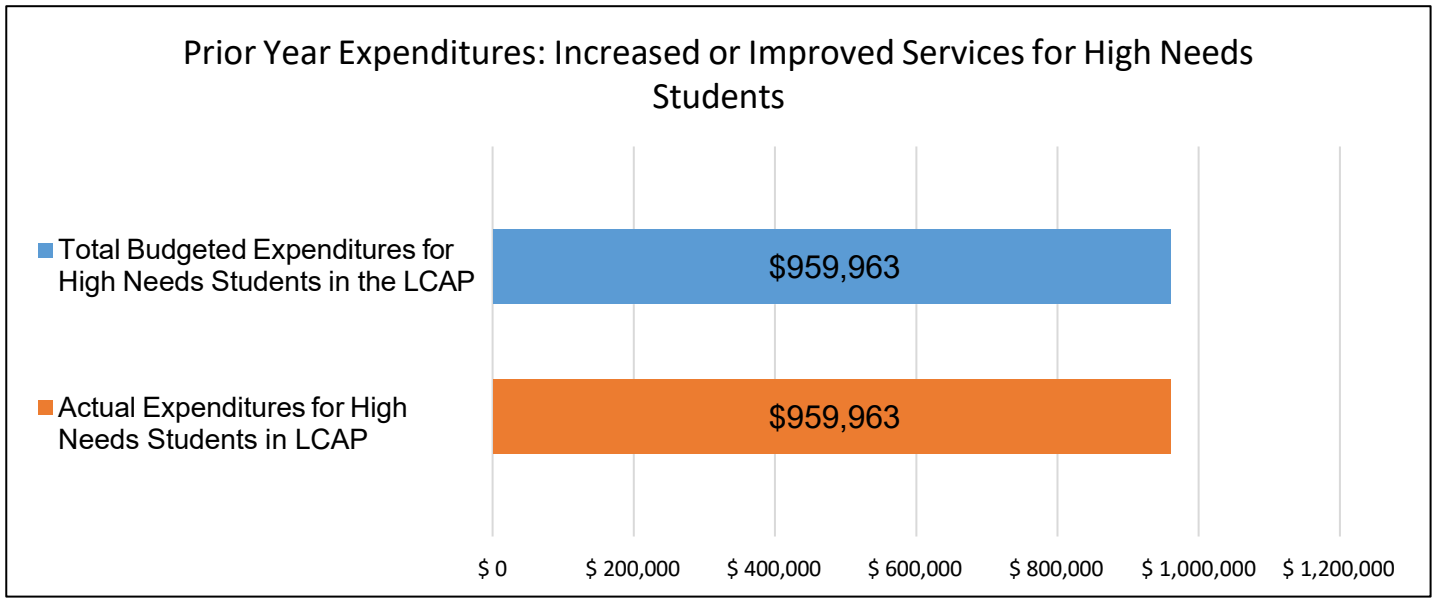
General Fund Budget Expenditures that are not included in the LCAP are essential operational and administrative costs. These expenditures include utilities, maintenance; salaries; food services and transportation.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, School of Unlimited Learning is projecting it will receive $816,104.00 based on the enrollment of foster youth, English learner, and low-income students. School of Unlimited Learning must describe how it intends to increase or improve services for high needs students in the LCAP. School of Unlimited Learning plans to spend $902,447.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



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

The text description of the above chart is as follows: In 2024-2025, School of Unlimited Learning's LCAP budgeted $959,963.00 for planned actions to increase or improve services for high needs students. School of Unlimited Learning actually spent $959,963.00 for actions to increase or improve services for high needs students in 2024-2025.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
School of Unlimited Learning	Dr. Dion Varnado, Principal/Academic Officer	dion.varnado@fresnoeoc.org (559) 500-1352

Plan Summary 2025-2026

General Information

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

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

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

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

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

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

The funding generated through the Local Control Funding Formula (LCFF) is dedicated to improving learning outcomes for all students. At SOUL, a significant portion of the student body falls into one or more high-need categories, including English learners, socioeconomically

disadvantaged students, and foster youth. As a result, SOUL receives both supplemental and concentration grants under LCFF. These funds support the school's continued efforts to provide responsive, high-quality education and support systems that ensure every student has the opportunity to succeed.

SOUL does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

2024 CA Dashboard Performance

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

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

English Language Progress: In 2023–24, 25% of English Learners made progress toward English language proficiency, reflecting a 36.1% decline compared to the previous year. This decrease is attributed to a combination of factors, including a high rate of credit deficiency and increased student transiency, both of which have been impacted by a growing English Learner population. Over the past three years, the percentage of English Learners has steadily increased as 2021-2022 8.3%, 2022-23 12.8% and 2023-24 13.4%. This upward trend

highlights the school's evolving student demographics and the increased need for targeted English Learner supports. As the English Learner population has grown by over 5 percentage points since 2021–22, additional resources, interventions, and staffing will be critical to ensure that all EL students have the support necessary to accelerate their progress toward English proficiency.

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

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

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

Lowest Performing Student Groups
The LCAP includes required actions to address the need for improvement related to Graduation Rates on the 2023 Dashboard:
- Graduation Rates: All Students, Socioeconomically Disadvantaged and Hispanic Students (see Action 3.2)

Learning Recovery and Emergency Block Grant
SOUL does not have any unexpended LREGB funding.

Reflections: Technical Assistance

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

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

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

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

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

In response, SOUL has prioritized targeted improvement efforts aligned to the school's mission of serving a highly mobile, credit-deficient, and historically underserved student population. Central to this strategy is the implementation of individualized instruction, informed by NWEA MAP benchmark assessments. These assessments provide actionable data on each student's current proficiency level and growth trajectory, enabling staff to tailor instruction and accelerate academic progress. Actions addressing academic performance are outlined in

Goal 1, while Goal 2 includes supports aimed at increasing student engagement and connection—critical factors in improving outcomes for these student groups.

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

School of Unlimited Learning (SOUL)

Support for Identified Schools

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

At (SOUL), the process for supporting staff in conducting our needs assessment is grounded in systematic data collection and analysis. Staff engage in structured collaboration twice per month through Professional Learning Communities (PLCs). During these sessions, educators examine a range of academic and behavioral data to inform instructional decisions and identify areas for improvement.

Key data sources include:

a) Academic Performance: Analysis of NWEA MAP assessments, CAASPP results, MyPath progress, and classroom grades.

b) Student Engagement: Review of attendance trends and discipline records.

c) Targeted Support: Monitoring of progress indicators for English learners.

This data-driven approach ensures that PLCs are focused, purposeful, and aligned with student needs, fostering a culture of continuous improvement and equity in educational outcomes.

At SOUL, the process for identifying and selecting evidence-based interventions is both data-informed and deeply human-centered. Staff employ tools such as root cause analysis and guided PLC discussions—not merely to interpret numbers, but to uncover the stories, patterns, and lived experiences that give those numbers meaning. To ensure a comprehensive understanding of student and community needs, SOUL gathers input through multiple channels: annual surveys, semesterly focus groups, and regular meetings of key committees. The Curriculum Committee made selections from the available resources on HMH and the What Works Clearing House website that the team felt aligned with meeting identified needs. Data referenced included the qualitative survey-YouthTruth, Parsec Video Reels and the Educational partner surveys. The administration met with the team as a PLC to review data, the needs assessment, and how the LEA

could be supporting the staff. The SOUL Governing Council convenes eight times per year, while the English Learner Advisory Committees (ELAC) meet six times annually. These forums provide valuable insights from students, families, and community partners. Staff then evaluate this input to determine which challenges are most urgent, which have the greatest impact on student success, and how they align with state priorities. This thoughtful, inclusive approach ensures that selected interventions are not only evidence-based but also responsive to the real-world needs of the SOUL community.

SOUL's committed to identifying inequities and begins with a shared understanding: equity is not merely about equal distribution—it's about ensuring that every student receives the specific resources and support they need to thrive. To bring this vision to life, SOUL has developed a comprehensive, equity-centered planning framework. The process begins with a rigorous analysis of data. School teams examine a broad spectrum of indicators, including per-pupil funding, access to qualified educators, availability of instructional materials and technology, and the condition of school facilities. These data points are scrutinized to uncover patterns of disparity that may hinder student success. However, we recognize that data alone cannot tell the full story. That's why SOUL prioritizes authentic community engagement. Through surveys, focus groups, and advisory committees, we listen to the voices of students, families, and staff. These conversations reveal lived experiences and perceptions that quantitative data might overlook, offering a more holistic view of where inequities exist and how they affect learning. Armed with both data and community insights, SOUL facilitates structured root cause analysis sessions. These PLC sessions empower school teams to move beyond surface-level symptoms and identify the systemic or structural barriers—such as staffing shortages, outdated curricula, or limited access to enrichment opportunities—that perpetuate inequities. This intentional, inclusive, and data-informed approach ensures that equity is not just a goal, but a guiding principle embedded in every decision we make.

Monitoring and Evaluating Effectiveness

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

The School of Unlimited Learning (SOUL) continuously adjusts its programs in response to student needs and input from families, teachers, and staff. The evaluation of the CSI plan focuses on measuring progress toward student outcomes using data from both the California School Dashboard and verified local data, such as NWEA MAP assessments. Key indicators such as academic performance, attendance, college and career readiness, and parent engagement are reviewed regularly to guide strategic planning and inform any necessary adjustments to the plan.

To ensure that CSI and LCAP goals remain relevant and effective, SOUL engages in a systematic and ongoing review process that includes both quantitative and qualitative data, anchored in a continuous improvement framework. Staff regularly analyze state and local indicators—such as graduation rates, suspension rates, academic performance, EL progress, and subgroup outcomes—on a quarterly or more frequent basis. In addition, local data such as school climate survey results, restorative practice participation, internal assessments, and classroom walkthrough observations are reviewed during bi-weekly staff meetings and monthly CSI/Leadership Team sessions. These data points are used to assess whether the actions and services outlined in the CSI plan and LCAP are yielding the intended outcomes and to inform timely adjustments as needed.

Key Components of SOUL's Monitoring and Evaluation Plan:

1. Counselors collaborate closely with Case Managers to maintain comprehensive student files containing essential data that supports both program fidelity and individual student success. Monthly counselor-student meetings are conducted to monitor academic progress and are documented in each student's Case Plan. These plans are reviewed monthly to ensure alignment with student goals and program expectations.

   School administration conducts monthly audits of Case Plans to verify that counselors are accurately documenting and tracking student progress. Additionally, administrators perform weekly classroom walkthroughs to ensure instructional practices are aligned with the CSI implementation plan.

   The Guidance Counselor Coordinator and Vice Principal work collaboratively with teachers and Case Managers to identify students at risk of course failure. Targeted interventions such as tutoring and credit recovery options are prescribed to support academic success.

2. Monthly data feedback sessions are held on Monday afternoons, bringing together all team members to evaluate CSI implementation. These sessions include reflective discussions based on data collected through administrative walkthroughs and Case Plan reviews, fostering a culture of continuous improvement.
3. SOUL evaluates program effectiveness using multiple metrics outlined in the CSI plan, including graduation rates, NWEA growth data, DASS comparison group performance, and post-secondary readiness indicators. These metrics provide a comprehensive view of student outcomes and inform strategic planning.
4. SOUL reviews graduation rates, NWEA growth rates, DASS comparison groups, and post-secondary readiness accomplishments using the metrics and targets identified in the CSI plan to evaluate program effectiveness. All student performance data—including academic growth, attendance, engagement, and graduation progress—is compiled into an annual report presented to SOUL's Governing Council. This report serves as a key accountability tool and informs governance decisions.

Continuous Improvement Structures

SOUL's monthly CSI/Leadership Team Meetings serve as the central mechanism for both monitoring implementation and evaluating effectiveness. These meetings follow a continuous improvement cycle, using tools such as: Identification of a problem of practice, Collaborative design of improvement strategies, Data analysis and stakeholder consultation and Evaluation of impact and plan adjustments.

To evaluate effectiveness, SOUL analyzes progress toward specific CSI goals using a combination of state indicators (e.g., graduation rates, chronic absenteeism, academic performance) and local measures (e.g., NWEA MAP growth data, student engagement, credit accrual, EL progress). These indicators are reviewed regularly to determine whether interventions are resulting in improved outcomes for students. Goals are considered effective if there is measurable progress toward closing performance gaps, increasing credit recovery and graduation rates, and improving student engagement and achievement.

Walkthroughs are regularly conducted by leadership and instructional coaches to observe teaching practices, including checks for understanding, peer interaction, writing integration, and content-area reading. These observations, guided by rubrics and checklists, inform coaching priorities and are aligned with LCAP and CSI instructional goals.

The designated CSI lead, in partnership with the Vice Principal, ensures that all school actions align with CSI plan goals. They oversee access to timely data, coordinate instructional coaching and SEL supports, facilitate professional learning communities (PLCs), and lead implementation reviews.

If any LCAP or CSI goal is not showing progress, the CSI/Leadership Team reconvenes with educational partners—including staff, students, families, ELAC members, and community stakeholders—to analyze barriers, identify root causes, and revise the plan accordingly. This process includes evaluating resource inequities and adjusting services or strategies as needed.

This structured, data-driven, and inclusive approach ensures that SOUL not only monitors implementation but rigorously evaluates the effectiveness of its CSI plan to drive sustained school and student improvement.

Engaging Educational Partners

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

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

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

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

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

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

The development of SOUL's LCAP was meaningfully shaped by ongoing feedback from educational partners, including students, families, teachers, and staff. Throughout the year, input was gathered through a variety of engagement methods and used to identify student needs, assess program effectiveness, and highlight opportunities for improvement. This feedback directly informed the refinement of goals and led to the revision of actions across all areas of the plan.

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

Public Hearing and Adoption was conducted on May 19, 2025.

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

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

-In 2023, 11th grade ELA performance on Smarter Balance was 34.62% met or exceeded standard

-In 2023, 11th grade Math performance on Smarter Balance was 0% met or exceeded standard and 11.54% standard nearly met

-In 2023, 11th grade ELA performance on Smarter Balance was 53.9 below standard but increased by 57.9 points

-In 2023, 11th grade Math performance on Smarter Balance was 187.4 points below standard but increased by 53.9 points

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

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

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

-Annual report to School Governing Council will include all student performance

-Guidance Counselor Coordinator and the Vice Principal will work with teachers to identify students at risk of failing a class and prescribe individual tutoring.

-Principal will hold six parent meetings to discuss student progress and other school related issues and gain input from parents

Educational Partners have identified a need for:

-Increased collaboration time for teachers

-Expanded learning opportunities for students

-Access to reading materials

-Supportive learning environments

-Weekly teacher meetings, or as needed, to discuss student progress and instructional strategies

-ELD training

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
1.1	Percentage of students achieved RIT score growth from pre-test to post-test in Reading *Source: NWEA MAP Growth Reports*	A. 43% of All B. 45% of 9th grade C. 41% of 10th grade D. 44% of 11th grade E. 44% of 12th grade *Data Year: 2023-2024*	A. 58% of ALL B. 71% of 9th grade C. 41% of 10th grade D. 65% of 11th grade E. 59% of 12th grade *Data Year: 2024-2025*		A. 55% of All B. 55% of 9th grade C. 55% of 10th grade D. 55% of 11th grade E. 55% of 12th grade	A. 15% of All B. 38% of 9th grade C. 0% of 10th grade D. 21% of 11th grade E. 15% of 12th grade
1.2	Percentage of students achieved RIT score growth from pre-test to post-test in Math *Source: NWEA MAP Growth Reports*	A. 57% of All B. 50% of 9th grade C. 65% of 10th grade D. 50% of 11th grade E. 59% of 12th grade *Data Year: 2023-2024*	A. 74% of ALL B. 56% of 9th grade C. 61% of 10th grade D. 79% of 11th grade E. 78% of 12th grade *Data Year: 2024-2025*		A. 65% of All B. 60% of 9th C. 70% of 10th D. 60% of 11th E. 65% of 12th	A. +17% of ALL B. +6% of 9th grade C. -4% of 10th grade D.+29% of 11th grade E.+52% of 12th grade
1.3	Points Below Standard in ELA *Data Source: CA Dashboard*	A. 53.9 Points All B. 49.8 Points LI *Data Year: 2022-2023*	A. -73.4 Points All B. -74.9 Points LI *Data Year: 2023-2024*		A. 45 Points All B. 40 Points LI	A. -19.6 Points All B. -25.1 Points LI
1.4	Points Below Standard in Math *Source: CA Dashboard*	A. 187.4 Points All B. 186.7 Points LI *Data Year: 2022-2023*	A. -200.6 Points All B. -202.7 Points LI *Data Year: 2023-2024*		A. 170 Points All B. 170 Points LI	A. -13.1 Points All B. -16 Points LI
1.5	% of EL's Improving on the ELPAC (EPLI) *Source: CA Dashboard*	25% Making Progress Towards English Language Proficiency *Data Year: 2023-24 (New Metric)*	N/A		35% Making Progress Towards English Language Proficiency	N/A
1.6	EL Reclassification Rate	0% Proficient/27% Level 3 *Data Year: 2023-2024 (New Metric)*	N/A		5%	N/A

1.7	% of teachers properly credentialed & assigned *Source: Dataquest TAMO*	Total FTE: 11 Clear: 67.7% Out of Field: 21.7% Intern: 0.0% Ineffective: 9.1% Incomplete: 1.5% *Data Year: 2022-23 (New Metric)*	N/A		Clear: 85% Out of Field: 15% Intern: 0.0% Ineffective: 5% Incomplete: 0%	N/A
1.8	% of students with access to their own copies of standards-aligned instructional materials *Source: Internal*	100% *Data Year: 2024-25 (New Metric)*	N/A		100%	N/A
1.9	School Facilities Condition *Source: Internal*	Good *Data Year: 2024-25 (New Metric)*	`N/A		Good	N/A

Goal Analysis for LCAP 2024-2025

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

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

SOUL made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year. All goal one actions were implemented as planned.

Successful Implementation:

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

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

Implementation Challenges:

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

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

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

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

SOUL did not experience any material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

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

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

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

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

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

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

Metrics Modifications:

- Added 1.5: % of EL's Improving on the ELPAC (EPLI) to measure ELPI progress per required metrics
- Added 1.6: EL Reclassification Rate to measure EL reclassification rate per required metrics

- Added 1.7: % of teachers properly credentialed & assigned per required metrics

- Added 1.8: % of students with access to their own copies of standards-aligned instructional materials per required metrics

Action Modifications:

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

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

- Revise Action 1.3 for improved outcomes for English Learners with targeted PD, Ongoing training for faculty and leverage partnership with Reading Beyond Lab for students' academic support and PD for staff

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Supports	To accelerate academic growth, students will receive targeted intervention in reading and math through personalized learning plans and dedicated instructional support. • Utilize Imagine Learning MyPath to create individualized reading and math intervention plans based on student growth goals • Monitor and adjust learning paths regularly to ensure student progress • Provide a dedicated math intervention class focused on foundational skills and concepts needing growth • Implement Saturday School sessions for reteaching and reinforcing key content • Ensure MyPath is accessible both in-seat and at home for flexible, consistent support Support teachers in observing progress, designing responsive curriculum, and evaluating instructional strategies for ongoing improvement	$1,853,287	N

1.2	Technology Supports	To ensure equitable access to learning at home—especially for English Learners and Students with Disabilities—the school will provide essential technology tools and supports. • Purchase laptops and devices for students to support digital access to curriculum • Provide internet hotspots for students without reliable home connectivity • Include device insurance to protect school-issued technology and minimize learning disruptions Prioritize distribution to English Learners and students receiving Special Education services to close the digital divide	$284,400	N

1.3	Professional Development (PD) and Coaching to support English Language Development (ELD)	To improve outcomes for English Learners, the school will implement a comprehensive professional development and coaching plan focused on effective ELD strategies.
		• Implement targeted professional development and coaching to enhance ELD instruction based on data and stakeholder feedback
		• Provide ongoing training for teachers and administrators in research-verified instructional strategies for English Learners
		• Utilize a dedicated Tuesday and Thursday ELD instruction block to apply learned strategies and support language development
		• Partner with Reading Beyond Lab to:
		  ○ Offer professional development and coaching for educators
		  ○ Provide additional academic support opportunities for students
		Foster a collaborative and consistent instructional approach to meet the needs of English Learner through the implementation of an ELD block
			$467,885	Y

Goals and Actions

Goal 2

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

By providing safe and engaging activities, we believe the school can enhance student and educational partner engagement which leads to a positive school climate. Thus, increasing daily attendance and community involvement. Local Indicator Metric of Priority 3-Parent Involvement, State Indicator Metric of priority 5-Pupil Engagement and Local Indicator Metric of Priority 6- School Climate will be used to support the 4 Actions that we plan to accomplish during 2024-2025 SY

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Create welcoming environment for educational partners *Source: Internal Parent Survey*	86.5% Parents reported finding every staff member to be kind and courteous 98.8% Parents reported they feel their student is safe at SOUL. *Data Year: 2023-2024*	97% of Parents felt respected by staff and feel comfortable approaching school administration with concerns. 95% of Parents stated their child's school environment was safe *Data Year: 2024-2025*		95% Parents reported finding every staff member to be kind and courteous 100% Parents reported they feel their student is safe at SOUL.	10.5% of Parents felt respected by staff and feel comfortable approaching school administration with concerns. -3.8% of Parents stated their child's school environment was safe

2.2	Increase the amount of time students spend on campus *Source: Internal Attendance*	86.5% of the Independent Study students spent multiple days on campus *Data Year: 2023-2024*	87% of the Independent Study students spent multiple days on campus *Data Year: 2024-2025*		95% of the Independent Study students spent multiple days on campus	.5% of the Independent Study students spent multiple days on campus
2.3	Create meaningful student participation and feel safe on campus *Source: Internal Student Survey*	97.3% of students indicated they feel safe on campus *Data Year: 2023-2024*	81% of students reported feeling safe from harm *Data Year: 2024-2025*		100% of students indicated they feel safe on campus	-16.3% of students indicated they feel safe on campus
2.4	Attendance Rate *Source: P-2*	P-2: 181.26 ADA *Data Year: 2024-2025 (New Metric)*	N/A		185 ADA	N/A
2.5	Graduation Rate *Source: CA Dashboard*	59% *Data Year: 2024-2025 (New Metric)*	N/A		70%	N/A
2.6	HS Dropout Rate *Source: SARC*	20.3% *Data Year: 2023-202 (New Metric)*	N/A		15%	N/A
2.7	Suspension Rate Expulsion Rate *Source: CA Dashboard*	Suspension: 6.2% Expulsion: 0% *Data Year: 2024-2025 (New Metric)*	N/A		Suspension: <4% Expulsion: <1%	N/A

Goal Analysis for LCAP 2024-2025

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

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

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

Successful Implementation:

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

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

Implementation Challenges

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

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

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

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

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

SOUL did not experience any material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated actual percentages of improved services

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

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

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

Action 2.2, Community Engagement Opportunities for Students, have been effective in strengthening student connection and sense of belonging. Data indicates that 87% of Independent Study students spent multiple days on campus, and 81% reported feeling safe from harm.

Additionally, field trips to colleges have broadened students' exposure to postsecondary opportunities, helping them see college as both real and attainable. However, this action in modified in prompt 4 to include more robust offerings to engage students and encourage student leadership opportunities.

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

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

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

Metrics Modifications:

- Added 2.4: Attendance Rate

- Added 2.4: Graduation Rate

- Added 2.6: HS Dropout Rate

- Added 2.7: Suspension Rate and Expulsion Rate

Action Modifications:

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

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

- Revise Action 2.3: "Educational Partner Feedback" to include electronic climate surveys to gather feedback from families, students and staff to inform schoolwide decisions

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increased Parent Supports and Communications	To strengthen school-home partnerships, the school will offer regular parent meetings and support sessions to ensure families are informed, engaged, and empowered. • Provide ongoing parent meetings to share updates on school activities, events, and student learning • Maintain consistent communication with families through multiple platforms to ensure accessibility • Conduct Parent Support Labs to help families navigate school communication systems and digital tools Foster a welcoming environment where parents can ask questions, provide input, and build community connections	$35,000	N
2.2	Community Engagement Opportunities for Students	To foster student connection, leadership, and meaningful community involvement, the school will provide opportunities for students to engage with the greater community through educational, creative, and service-based experiences. • Offer educational and service-related field experiences that connect students to the wider community • Host guest speakers and Admin Town Halls to promote civic awareness and student voice • Facilitate homeroom attendance competitions during 3rd period to encourage engagement and community-building • Celebrate student success through Honor Roll Awards Assemblies and school-wide recognitions • Showcase student creativity through events like the Art Showcase and expanded art class offerings Encourage student leadership and contribution through events like the Blood Drive and public speaking engagements	$35,000	N

Action #	Title	Description	Total Funds	Contributing
2.3	Educational Partner Feedback	To enhance student success and strengthen our school community, the school will provide meaningful opportunities for all Educational Partners to offer input and feedback on programs, safety, and culture. • Distribute electronic climate surveys to gather feedback from families, students, and staff • Use survey results to inform schoolwide decisions and continuous improvement efforts • Create ongoing channels for communication and engagement with Educational Partners Foster a collaborative school environment where all voices are valued and contribute to positive change	$8,250	N

Goals and Actions

Goal 3

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Expansion of CTE courses *Data Sources: Internal Course Catalog and Internal School Pathways*	Began offering Imagine Learning CTE courses in the Fall of 2023, 20 students enrolled in various CTE courses *Data Year 2023-2024*	Expanding CTE to 2 classes with more courses (Imagine Learning), 43 students enrolled in various CTE courses *Data Year 2024-2025*		CTE courses will expand to a total of 5 classes with 40 students participating.	Expanded CTE Classes and increased students enrolled +23 students
3.2	Student Participation in Hybrid classes, classes taught in conjunction with student's regular schedule *Source: Internal School Pathways*	Fall-Spring 2023-2024 37% of all students participated in Hybrid courses	Fall-Spring 2024-2025 52% of all students participated in Hybrid courses		50% of all students participated in Hybrid courses	Increased all students participated in Hybrid courses by 15% for a total of 52%
3.3	Increase Career Training and Opportunities *Source: Internal*	With help from Assigned Staff and/or Case Managers, students will create post- secondary plan *Data Year 2023-2024*	STEP program was successful this fall– 7 students graduated program with internships in the community and 8 through workforce in the Spring for a total of 15 *Data Year: 2024-2025*		100% of students will create a post-secondary plan. Seniors will perform exit interviews upon completion of graduation requirements.	Increased participation in workforce connection by 15
3.4	% of graduates completing A-G requirements *Source: CA Dashboard*	0% *Data Year: 2023-24 (New Metric)*	N/A		10%	N/A
3.5	% of graduates prepared for college/career *Source: CA Dashboard*	4.6% Prepared *Data Year: 2023-24 (New Metric))*	N/A		15% Prepared	N/A

Goal Analysis for LCAP 2024-2025

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

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

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

Successful Implementation:

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

Implementation Challenges

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

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

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

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

SOUL did not experience any material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

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

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

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

Action 3.2, Flexibility in Scheduling, has been effective in increasing student attendance and engagement by offering adaptable class schedules**.** However, full implementation has been limited by space constraints, as renovations to the newly acquired adjacent building are

taking longer than expected. Due analysis of metrics and outcomes, a more detailed and robust approach to increase student attendance, engagement and academic achievement and is modified as described in prompt 4.

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

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

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

Metrics Modifications:

- Added 3.3: % of graduates completing A-G requirements

- Added 3.4: % of graduates prepared for college/career

Action Modifications:

- Revise Action 3.1: “Develop Post-Secondary Plan” by including FAFSA support, field trips to universities and colleges, graduation incentives and annual Career Fair to support all students especially foster and homeless youth.

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

- Revise Action 3.3: “Expansion of CTE courses” by paid internships within EOC, increase variety of CTE offerings and purchase portable classroom for CTE labs and hands on instruction.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Develop post-secondary plan	To support all students in preparing for life after high school—particularly those facing greater barriers such as foster and homeless youth—each student will work with assigned staff or case managers to develop a personalized post-secondary plan focused on college, career, or vocational pathways. • Provide one-on-one support to guide students through the creation of their post-secondary plans • Increase access to college through FAFSA application support and related incentives • Organize field trips to colleges and universities to expose students to a range of post-secondary options • Offer graduation incentives to motivate students to stay on track and complete high school Host an annual Career Fair to connect students with professionals and explore a variety of career pathways	527,295	Y
3.2	Flexibility in Scheduling	To increase student attendance, engagement, and academic achievement, SOUL will provide greater flexibility in class scheduling and expand access to college-level learning opportunities. This is action supports the 2023 Red Dashboard indicator for the Graduation Rates for all students, Socioeconomically Disadvantaged and Hispanic students. • Implement a flexible class schedule to better meet the diverse needs of students • Continue the High School Enrichment dual enrollment program in partnership with Fresno City College (FCC) • Hire 1–3 tutors to assist and monitor student progress in dual enrollment and high school enrichment courses • Provide targeted support to ensure students are successful in managing college-level coursework alongside high school requirements	$134,356	N

3.3	Expansion of CTE courses	To increase student engagement and career preparedness, SOUL will expand its Career and Technical Education (CTE) offerings to provide students with meaningful, hands-on learning experiences aligned to future career pathways. • Offer paid internships within the EOC for students who have completed CTE coursework • Increase the number and variety of CTE class offerings to better match student interests and local workforce needs Renovate adjacent building to expand classroom space to create additional space for specialized CTE labs and hands-on instruction	$211,326	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
816,104	$99,784

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.936%	0%	0%	28.936%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3	Growing population of English Language Learners (ELs), many of whom require targeted academic and language development support to succeed in a rigorous high school environment. These students often enter the school with varying levels of English proficiency and may face additional academic challenges due to interrupted or inconsistent schooling experiences.	Individualized academic support to all EL students through their assigned teachers. This support is informed by multiple data sources, including ELPAC assessment results, classroom performance, and teacher observations**.** Instruction is differentiated to address each student's unique needs in reading, writing, speaking, and listening, ensuring they have access to grade-level content while building English language proficiency.	To monitor the effectiveness of these supports, SOUL regularly reviews case plans for each EL student, tracks progress on the ELPAC, and evaluates the school's reclassification rate as key indicators of student growth and program impact. Teachers and support staff collaborate closely to adjust strategies based on ongoing formative assessment and language development data.
Goal 3 Action 1	SOUL had a 59% graduation rate in 2023–24, placing the school in the Red performance level for Graduation Rate for all students, including Socioeconomically Disadvantaged and Hispanic students. Foster and homeless youth face additional barriers to academic success and require targeted, relationship-based interventions to support high school completion.	These schoolwide actions are designed to improve graduation outcomes through individualized, flexible, and trauma-informed supports. Foster and homeless youth are assigned case managers who provide consistent mentorship, track academic progress, assess living conditions, and connect students with essential wraparound services (e.g., food, shelter, referrals). All students benefit from flexible class schedules, small group instruction, tutoring, and postsecondary planning aligned with their individual needs. These interventions are tailored to support the most vulnerable students, while addressing common barriers that impact graduation schoolwide.	We will monitor progress in through the review of student case plans, attendance and engagement data, academic progress reports and post-secondary planning outcomes. Case managers document ongoing student check-ins and support services provided, and the school collects feedback from students and educational partners to further refine and improve support strategies.

Goal 3 Action 3	At SOUL, over 94% of students are identified as low-income, and many have experienced chronic academic disruption due to trauma, housing instability, inconsistent attendance, and limited access to basic resources. Foster and homeless youth face especially acute challenges that often result in disengagement from traditional academic pathways. By expanding access to meaningful career pathways, students can see a clear link between school and their future.	This schoolwide action expands Career and Technical Education (CTE) opportunities to increase engagement, promote skill development, and offer alternative pathways to postsecondary success. SOUL will offer paid internships through the EOC for students who complete CTE coursework, increase the variety and relevance of CTE course offerings, and renovate adjacent space to support lab-based instruction and hands-on learning. These actions are designed to create meaningful, career-aligned experiences that reconnect students to learning, provide a sense of purpose, and equip them with tangible skills for the workforce or further training.	CTE course enrollment and completion, internship participation data, student surveys on career interest and relevance, usage of renovated CTE labs, and re-engagement indicators (attendance, course completion, case manager notes).

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

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

Goal 3, Action 3.1: Develop post-secondary plan. To support all students in preparing for life after high school—particularly those facing greater barriers such as foster and homeless youth—each student will work with assigned staff or case managers to develop a personalized post-secondary plan focused on college, career, or vocational pathways

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 959,963	$ 959,963

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Extend Class Appointments to provide support for Reading and Math	Yes	$ 45,245	$ 45,245
1	2	Collaboration for Improved Instruction	Yes	$ 218,231	$ 218,231
1	3	Professional Development and Coaching to support English Language Development	Yes	$ 52,523	$ 52,523
2	1	Parent Meetings	Yes	$ 22,954	$ 22,954
2	2	Community Engagement Opportunities for Students	Yes	$ 99,193	$ 99,193
2	3	Communication	Yes	$ 125,841	$ 125,841
2	4	Educational Partner Feedback	Yes	$ 53,077	$ 53,077
3	1	Develop post-secondary plan	Yes	$ 191,185	$ 191,185
3	2	Flexibility in scheduling	Yes	$ 37,545	$ 37,545
3	3	Expansion of CTE courses	Yes	$ 114,169	$ 114,169
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 786,245	$ 951,224	$ 951,224	$0.00 - No Difference	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Extend Class Appointments to provide support for Reading and Math	Yes	$ 45,245	$ 45,245.00	0.000%	0.000%
1	2	Collaboration for Improved Instruction	Yes	$ 218,231	$ 218,231.00	0.000%	0.000%
1	3	Professional Development and Coaching to support English Language Development	Yes	$ 48,523	$ 48,523.00	0.000%	0.000%
2	1	Parent Meetings	Yes	$ 18,215	$ 18,215.00	0.000%	0.000%
2	2	Community Engagement Opportunities for Students	Yes	$ 99,193	$ 99,193.00	0.000%	0.000%
2	3	Communication	Yes	$ 125,841	$ 125,841.00	0.000%	0.000%
2	4	Educational Partner Feedback	Yes	$ 53,077	$ 53,077.00	0.000%	0.000%
3	1	Develop post-secondary plan	Yes	$ 191,185	$ 191,185.00	0.000%	0.000%
3	2	Flexibility in scheduling	Yes	$ 37,545	$ 37,545.00	0.000%	0.000%
3	3	Expansion of CTE courses	Yes	$ 114,169	$ 114,169.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
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				$ -	$ -	0.000%	0.000%
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				$ -	$ -	0.000%	0.000%
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				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
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				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,927,253	$ 786,245	0.000%	40.796%	$ 959,963	0.000%	49.810%	$0.00 - No Carryover	0.00% - No Carryover

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$ 2,820,412	$ 816,104	28.936%	0.000%	28.936%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,792,053	$ 250,494	$ 5,000	$ 509,252	$ 3,556,799.00	$ 2,335,214	$ 1,221,585

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Intervention Supports	All	No	Schoolwide	All	All Schools	Ongoing	$ 1,661,956	$ 191,331	$ 1,671,956	$ 10,000	$ -	$ 171,331	$ 1,853,287
1	2	Technology Supports	All	No	Schoolwide	All	All Schools	Ongoing		$ 284,400	$ 164,400	$ 120,000	$ -		$ 284,400
1	3	Professional Development (PD) and Coaching to Support English Language Development	All	Yes	Schoolwide	English Learners and Low-Income	All Schools	Ongoing	$ 145,963	$ 321,922	$ 211,882	$ 100,000	$ -	$ 156,003	$ 467,885
2	1	Increased Parent Supports and Communications	All	No	Schoolwide	N/A	All Schools			$ 35,000	$ 35,000		$ -	$ -	$ 35,000
2	2	Community Engagement Opportunities for Students	All	No	Schoolwide	All	All Schools	Ongoing		$ 35,000	$ 10,000	$ 10,000	$ 5,000	$ 10,000	$ 35,000
2	3	Educational Partner Feedback	All	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 8,250	$ 8,250	$ -	$ -	$ -	$ 8,250
3	1	Develop Post Secondary Plan	All	Yes	Schoolwide	English Learners and Low-Income	All Schools	Ongoing	$ 527,295	$ -	$ 527,295	$ -	$ -		$ 527,295
3	2	Flexibility in scheduling	All	No	Schoolwide	All	All Schools	Ongoing		$ 134,356			$ -	$ 134,356	$ 134,356
3	3	Expansion of CTE courses	All	Yes	Schoolwide	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 211,326	$ 163,270	$ 10,494	$ -	$ 37,562	$ 211,326
									$ -	$ -	$ -	$ -	$ -	$ -	$ -
									$ -	$ -	$ -	$ -	$ -	$ -	$ -
									$ -	$ -	$ -	$ -	$ -	$ -	$ -
									$ -	$ -	$ -	$ -	$ -	$ -	$ -
									$ -	$ -	$ -	$ -	$ -	$ -	$ -
									$ -	$ -	$ -	$ -	$ -	$ -	$ -
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									$ -	$ -	$ -	$ -	$ -	$ -	$ -
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									$ -	$ -	$ -	$ -	$ -	$ -	$ -
									$ -	$ -	$ -	$ -	$ -	$ -	$ -

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,820,412	$ 816,104	28.936%	0.000%	28.936%	$ 902,447	0.000%	31.997%	**Total:**	$ 902,447
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 902,447

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Intervention Supports	No	Schoolwide		All Schools	$ -	0.000%
1	2	Technology Supports	No	Schoolwide		All Schools	$ -	0.000%
1	3	Professional Development (PD) and Coaching to Support English Language Development	Yes	Schoolwide	English Learners and Low-Income	All Schools	$ 211,882	0.000%
2	1	Increased Parent Supports and Communications	No	Schoolwide		All Schools	$ -	0.000%
2	2	Community Engagement Opportunities for Students	No	Schoolwide		All Schools	$ -	0.000%
2	3	Educational Partner Feedback	No	Schoolwide		All Schools	$ -	0.000%
3	1	Develop Post Secondary Plan	Yes	Schoolwide	English Learners and Low-Income	All Schools	$ 527,295	0.000%
3	2	Flexibility in scheduling	No	Schoolwide		All Schools	$ -	0.000%
3	3	Expansion of CTE courses	Yes	Schoolwide	English Learners and Low-Income	All Schools	$ 163,270	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
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							$ -	0.000%
							$ -	0.000%
							$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

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

LCFF Carryover Table

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

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

Fresno Unified School District

Preparing Career Ready Graduates

Fresno Unified School
Comprehensive Safe School Plan
(Education Code Section 32280-32288)
At School of Unlimited Learning
CDS Code
10-62166-1030642
From: 2025 TO 2026

FUSD Core Belief: A safe learning and working environment is crucial to student learning.

Contact Person: Courtney Griffin

Position: Safe School Plan Coordinator

Telephone Number: 559-500-0954 E-Mail address: courtney.griffin@fresnoeoc.org

Fresno Unified School District

Preparing Career Ready Graduates

Fresno Unified School District

Comprehensive Safe School Plan

Board of Education

Valerie F. Davis, Board President Amy Xiong, Liaison
Veva Islas, Clerk Maria Sandoval, Liaison
Keisha Thomas, Trustee Jacqueline Cruz, Liaison
Elizabeth Jonasson Rosas, Trustee Brandalyn Hastings, Liaison
Andy Levine, Trustee Michele Rodriguez, Liaison
Claudia Cazares, Trustee Jade Johannes, Liaison
Susan Wittrup, Trustee Alexis Cortez Lopez, Liaison

Interim Superintendent of Schools

Mao Misty Her

Executive Officer, Health Services, Safety and Emergency Response

Amy Idsvoog

Executive Director, Risk Management

Stacey Sandoval

District Manager II
Charlene Cardoza

Purpose and Scope
The Fresno Unified School District (FUSD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The ERP along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a FUSD School facility.

Key Emergency Contact
After contacting 911, it is imperative during an emergency to contact Vanessa Ramirez, Emergency Response Manager, 559-443-9644, as quickly as possible. Vanessa will respond immediately and alert the appropriate members of the District Safety Team.

Safe School Leadership Team (SSLT)
Each FUSD facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption. The team consist of the Principal and/or designee, office manager, school nurse, SRO / Probation Officer (if applicable), certificated and classified employee. Each person has an alternate should they not be on campus.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional and State.**

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the District are positioned to integrate services when an incident occurs on an area, regional or state level.
By standardizing key elements of the emergency management system, SEMS is intended to:

- ❑ Facilitate the flow of information within and between levels of the system,
- ❑ Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California and to the needs of all emergency responders.

Essential Management Functions: SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration.** The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.
Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, always assign an alternate for each role to assure coverage. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not in charge of a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined above in this document will also assist the Incident Commander if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

1) Child Abuse – See Board Policy 5141.4

2) Disciplinary Steps (Ed. Code 48975©, Ed. Code 35291, Ed. Code 35291.5) – See Board Policy 5131, 5131.4, 5137, 5142, 5144, 5144.1

3) Teacher Notification of Dangerous Pupils – See Board Policy 4158, 4258, 4358

4) Discrimination / Sexual Harassment – See Board Policy 4119.11, 4219.11, 4319.11, 5145.7

5) Dress Code – See Board Policy 5131, 5132, 5136

6) Hate Crime Reporting – See Board Policy 5131, 5145.9

Directions

1. **Establish:**

   - ✓ **Safe School Leadership Team**
   - ✓ **Safety Walk**
   - ✓ **Threat Assessment Team/Student Wellness Team**
   - ✓ **First Aid Responders**
   - ✓ **Pandemic Influenza Management Plan with reunification team and on campus location established for student/parent reunification.**

2. **Complete School Safety Walk**

3. **Stage 1 Site Evacuation maps are developed by Maintenance. If you need to adjust your evacuation map, please notify Gregory Cortez at Gregory.Cortez@fresnounified.org**

4. **Stage 2 Off campus evacuation (map of site and plan).**

5. **Establish:**
   - ✓ **2025-2026 Fire Drill Schedule – Once per month at the elementary and middle school level and three times per year at the high school. (before/after school, lunch, instructional time)**
   - ✓ **2025-2026 Lockdown drill – Four times per school year, One per quarter. – (before school, after school, lunch time and instructional time).**
   - ✓ **2025-2026 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle school level and two times at the high school)**
   - ✓ **2025-2026 Reunification Drill – Two times during the school year**
   - ✓ **School Phone Tree**
   - ✓ **Visibility of staff deployment plan**

6. **Update the templates of the plan to reflect current areas of responsibility at your site.**

7. **Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved in its development. (SSC meeting for approval must be prior to March 1.) Please calendar a meeting in January or February to discuss and approve plan.**

8. **Submit electronically your Comprehensive Safe School Plan to Charlene.Cardoza@fresnounified.org ,Safety Manager II. Completed plans must be submitted no later than March 1 of the school year.**

Safe School Leadership Team

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both incident commander and Operations officers etc.

In the event of an emergency, the Safe School Leadership Team should report to a designated location to oversee and provide directions during the emergency. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the instructional Superintendent. Safe School Leadership Team is listed below.

Safe School Leadership Team

		Name	Phone
Incident Command	Principal	Dion Varnado	559-500-5076
	1. Alternate	Courtney Griffin	559-500-0954
	2. Alternate	Rena Failla	559-500-0961
Planning/Intelligence	Office Manager	Marilyn Wheeler	559-500-0947
	1. Alternate	Shannon Sani	559-570-0530
	2. Alternate	Mehan Ballard	559-570-0450
Operations	Principal	Dion Varnado	559-500-5076
	1. Alternate	Courtney Griffin	559-500-0954
	2. Alternate	Sandy Lomelino	559-500-0980
Logistics	Plant Coordinator	Dion Varnado	559-500-5076
	1. Alternate	Marilyn Wheeler	559-500-0947
	2. Alternate	Rena Failla	559-500-0961
Administration/Finance	Financial Officer	Leticia Rodriguez	559-263-1058
	1. Alternate	Salaam Nalia	559-263-1042
	2. Alternate	Dion Varnado	559-500-5076
Other	Guidance Counselor Coordinator	Rena Failla	559-909-4649
	1. Alternate	Luis Baca	559-500-5046

SCHOOL SAFETY WALK

After establishing your Safe School Leadership Team, the "Safety Walk" of your site must be done to assess safety conditions, emergency access, evacuation routes, PA system etc… This information is vital in the development of your Safety Plan. The "Safety Walk" should be done twice a year. Once at the start of the school year and once during the second semester.

Exterior of School Building	***Checked & in order***	***Needs Attention***	***J-Order in process***
Gates - lockable	x		
Fences - stable and no broken areas	X		
Appropriate school zone signs in position	X		
Free of graffiti	X		
External utilities secured and locked	X		
Roof hatches secured and locked	X		
Shrubs trimmed	X		
Doors and windows in working order and lockable from inside	X		
Outdoor lighting illuminates all areas of use during night hours	X		
Exterior security cameras have clear view, no blocking from landscape, trees, etc.	X		
Exterior security cameras in good working order where applicable	X		
PA system in good working order and has the ability to be used outdoors (i.e. field area)	X		
Playground equipment safe and fall-protection material placed on the ground below equipment	N/A		
Athletic facilities & external building are secured & illuminated at night	N/A		
Dumpsters and garbage cans are secured	X		
Parking lots are well-lit	X		
No parking zone within 5ft. of the building	X		
Sidewalks free from cracks and tripping hazards	X		
Fields are free from potholes	N/A		
Bike racks secured and placed in a locked cage	N/A		
Gym bleachers are safe and in working condition	N/A		

Interior of School	***Checked & in order***	***Needs Attention***	***J-Order in process***
Doors and windows are in working order and lockable from inside	X		
Exit lights in working order	X		
Universal evacuation signage is posted in every room near the door and in hallways	X		
The Central Monitoring Station's number is posted in every room	X		
Computer/server rooms secured and appropriately ventilated	X		
Hallways are free from obstructions (furniture, music instruments, large art displays etc.)	X		
Visitor pass protocol is in effect	X		
Staff wear ID badges	X		
Students are issued ID badges (grades 9-12)	X		
Classroom	***Checked & in order***	***Needs Attention***	***J-Order in process***
Classroom emergency guide is posted	X		
Emergency folder is easily accessible	X		
Evacuation map is posted	X		
Classroom phone has the emergency phone # sticker	X		
Doors and windows are lockable from the inside	X		
Peepholes are installed	X		
Equipment Needs	***Have enough***	***Need***	***How many?***
Vests	X		
Radios	X		
Crossing guard signs	X		
Cones for parking	X		
Caution signs	X		
Golf carts	N/A		
First aid kits	X		
Other			

BP 2250 Principal's Designee
NOTES:

Stage One (On Campus) / Stage Two (Off Campus) Evacuation Plans

Each site must have an evacuation plan that consists of two stages:

Stage One Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus.

Stage Two Relocation: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with Transportation Department, Police and Fire Department. (Examples: gas leak, fallen aircraft.)

Stage One Evacuation Plans shall be based on the current "Key Plan" maps obtained from the Department of Maintenance and Operations SharePoint page, under Site Key Plans. Stage Two Evacuation Plans shall be created by the Safe School Leadership and can be created on Google Earth.
Include a map of the Stage One and Stage Two Evacuation Routes.

Evacuation Plan Checklist:

- ❑ Detailed campus diagrams that show:
  - o Evacuation routes
  - o Designated areas for each teacher and class
  - o Areas of supervision
  - o Transportation points (for both busses and autos)
  - o Student Release area
  - o Press area
- ❑ Teams
  - o Crisis Response Team
  - o Student Release Team
- ❑ Emergency cards (Always ready to be taken to student release area)
- ❑ Parent/Guardian sign out log or forms
- ❑ Impaired mobility list (Location of these students throughout the school day)
- ❑ Classroom evacuation materials (laminated guides, "go bags", binders or boxes that teachers will carry along with their roll books must be in a standard site in all classrooms. Recommended placement to be next to the classroom exit or teachers' desk).
- ❑ Communication Plan (How teachers will communicate to the Safe School Leadership team and visa versa)

Stage 2 Evacuation (Off Campus)

In the case of a Stage 2 Evacuation, Off-Campus Evacuation, all students/staff will travel to the following site and wait for instructions.

SITE – Dickey Playground
1515 E. Divisadero St.
Fresno, Ca. 93721
Contact Person: Dion Varnado Phone: 559-500-5076

Secondary Alternate Site

All Staff and Students 9th-12th
Fresno EOC Early Head Start Child Development Center
1441 E Divisadero St,
Fresno, Ca. 93721

Ed Code 7 Delegate of Powers

THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)
(Student Wellness Team)

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Threat Assessment Management Team (**TAMT**).

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the FUSD 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well being when and if returned to school.

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Dion Varnado	Administrator	Principal, Assistant Principal or Designee	Sandy Lomelino
Rena Failla	Mental Health Professional	School Psychologist or Student Assistants, (SAP) Counselor, Counselor Trained in Threat Assessment	Nidia Vargas
Courtney Griffin	Law Enforcement	Security Staff	Michael Potts
Marilyn Wheeler	Principal Secretary	School Social Worker or other staff determined by the principal	Mong Vang

BP 2250 Principal's Designee
Ed Code 7 Delegate of Powers
FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR-First Aid-AED.** In an emergency, any staff member may provide assistance. Ensure that there are an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the **2025-2026** school year at School of Unlimited Learning Charter High School.

CPR/AED	FIRSTAID	Expiration	NAME	TITLE	Room/Phone
			Dion Varnado	Principal	559) 500-5076: Principal's Office
X	X	08/26	Sandy Lomelino	Vice Principal	(559) 500-0980:
X	X	08/26	Rena Failla	Guidance Counselor Coordinator	(559) 500-0961: Guidance Counselor Coordinator's Office
X	X	08/26	Courtney Griffin	Guidance Dean	(559) 500-0954: Guidance Dean Office
X	X	08/26	Marilyn Wheeler	Senior Administrative Assistant	(559) 500-0947: Administrative Assistant Office
X	X	08/26	Nidia Vargas	College and Career Advisor	(559) 549-9011: Career Center Office
			Kienan Clewis	Teacher	(559) 500-5049:
X	X	08/26	Michael Potts	School Services Technician	(559)777-5593: School Services Technician Office
X	X	08/26	Andrew Williams	Teacher	(559) 500-0981:
X	X	08/26	Shannon Sani	Teacher	(559) 500-5085:
X	X	08/26	Luis Baca	Teacher	(559) 500-5046:
X	X	08/26	Michael Cantu	Teacher	(559) 500-5047:
X	X	08/26	Mong Vang	Case Manager	(559) 777-5719: Case Manager Office
X	X	08/26	Meghan Ballard	Teacher	(559) 500-5057 Room 3
X	X	08/26	Johnny Vasquez	Teacher	(559) 570-0457
X	X	08/26	Gladys Banda	ELD Coordinator	(559) 777-5129: Theater
X	X	08/26	Zachary Reinhold	Teacher	(559) 500-5001: Room 2
X	X	08/26	Patricia Billeadeau	Data Resource Specialist	(559) 777-7956: Data Resource Specialist Office
X	X	08/26	Gloria Rodriguez	Attendance Secretary/Home School Liaison	(559) 570-0576: Front Reception
X	X	08/26	Carlos Custodio	Building Maintenance	(559) 570-0457: On-Site
x	x	08/26	Martin Mendez	Teacher	(559) 549-9011

X	X	08/ 26	Susan Hernandez	Registrar	(559) 777-7966: Registrar Office
X	X	08/ 25	Sean Sayles	Teacher	(559) (559) 500-0914:
			SOUL Main Number	**SOUL Main Office**	**(559) 500-1352**

AED (Automated External Defibrillator) Maintenance Checks

Please list the person(s) who will be responsible for the monthly AED maintenance check.

NAME Marilyn Wheeler	**TITLE** Senior Administrative Assistant

First Aid Responders Coverage (for those responsible for students)

In the case the First Aid Responders are activated, the following staff will be responsible to cover classes for those responding.

Name	Title	Room/Phone
Michael Potts	School Services Technician	(559) 777-5593 Theater and Rec Room
Mong Vang	Case Manager	(559) 777-5719 Rooms 1 and 2
Nidia Vargas	College and Career Advisor	(559) 549-9011 Rooms 3 and 4

Emergency First Aid Guidelines for California Schools is the guide for providing first aid.

The guidelines and first aid supplies are located in the health office. Additional supplies (red 1st aid bags) at the high schools are located in the boy's gym, girl's gym, and may also be in shop classes.

The guidelines chart contains Universal Precautions for blood borne pathogens. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

IMMEDIATE CARE RESPONDERS

Identify all persons who are trained in monitoring and providing medical care for students with significant health conditions (severe allergies, severe asthma, diabetes, seizures, and specialized healthcare procedures, such as catheterizations, GT feeding etc.). Staff will need to provide for the medical needs of these students if they remain at school for a significant amount of time. Nurse to be responsible for training designated personnel every year to monitor and provide medical care for students with significant health conditions.

The following staff members are designated Immediate Care Responders for the **2024-2025** school year at the School of Unlimited Learning..

NAME	TITLE	ROOM/PHONE
Marilyn Wheeler	Senior Administrative Assistant	(559) 500-0947
Sandy Lomelino	Vice Principal	(559) 500-0980
Meghan Ballard	Teacher	(559) 570-0450

*a confidential list of all students in the category must be kept in nurse's office as well as with the school safety coordinator.

Each school has an Emergency First Aid Bag (for disaster only) stocked with first aid supplies. High schools have two bags. The "Emergency First Aid Guidelines for California Schools" and the Emergency Bags are located in the health office (high schools should store the second bag in the gym or shop areas or in the Safety Coordinators office.

Communication

List the modes of communicating with your staff in the case of a crisis.

Primary: In Person

Alternate: By Phone

Alternate: By Email

Fresno Unified School District

Pandemic Influenza Management Plan

The Fresno Unified School District Pandemic Influenza Management Plan consists of several components including the Fresno Unified School District Comprehensive Safe School Plan, Appendixes, Emergency Support Functions, Support Annexes, and Incident Annexes. The Pandemic Influenza Management Plan is one of several Incident Annexes and therefore serves to augment the FUSD Comprehensive Safe School Plan and other components. To ensure efficient and effective emergency management, the FUSD Pandemic Influenza Management Plan document must be implemented in its entirety.

PHASES OF A PANDEMIC

The World Health Organization (WHO), the medical arm of the United Nations, has developed a global influenza preparedness plan that includes a classification system for guiding planning and response activities for an influenza pandemic. This classification system is comprised of six phases of increasing public health risk associated with the emergence and spread of a new influenza virus subtype that may lead to a pandemic. The Director General of WHO formally declares the current global pandemic phase and adjusts the phase level to correspond with pandemic conditions around the world. For each phase, the global influenza preparedness plan identifies response measures WHO will take and recommends actions that countries around the world should implement.

Pandemic Phases	Public Health Goals	Fresno Unified School District Goals
Interpandemic Period		
Phase 1 – No new influenza virus subtypes detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.	Strengthen influenza pandemic preparedness at all levels. Closely monitor human and animal surveillance data.	**Ensure that staff members and students are trained in preventative measures such as respiratory etiquette and universal precautions.**
Phase 2 – No new influenza virus subtypes detected in humans. However, a circulating animal influenza virus subtype poses substantial risk of human disease.	Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.	Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines and report rapidly as required.

Pandemic Phases	Public Health Goals	Fresno Unified School District Goals
Pandemic Alert Period ***Phase 3*** – Human infection(s) are occurring with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact. ***Phase 4*** – Small cluster(s) of human infection with limited human-to-human transmission but spread is highly localized suggesting that the virus is not well adapted to humans. ***Phase 5*** – Larger cluster(s) of human infection but human-to-human spread is localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).	Ensure rapid characterization of the new virus subtype and early detection, notification, and response to additional cases. Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development. Maximize efforts to contain or delay spread to possibly avert a pandemic, and to gain time to implement response measures.	Ensure all personnel are knowledgeable about the latest epidemiological information. Review and update business continuity plans per Base Plan. Ensure that best practices for infection detection and control measures are followed. Ensure adequate resources for staff/student protection. Ensure that FUSD is implementing best practice for social distancing techniques per LHO guidelines, including reducing the school activity calendar. Maximize communications with parents related to health and safety.
Pandemic Period ***Phase 6*** – Pandemic is declared. Increased and sustained transmission in the general population.	Implement response measures including social distancing to minimize pandemic impacts.	Increase surveillance of staff/student health and attendance and implement administrative procedures to ensure adequate staffing for essential business and school functions. Follow LHO and FCOEDHS, social distancing, isolation, and quarantine measures. Ensure maximum support and education for ill and affected students.

Public Employees as Emergency Disaster Workers

During an emergency/crisis, the welfare of all district employees is as important as student wellbeing. However, employees become emergency service workers under the Emergencies and Disasters Preparedness Plan (Government Code 3100, AR 4212) which states, "A public employee becomes emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs, and a state of emergency is declared".

If a state of emergency is declared, our employees must have a plan in place to address their personal and family needs while they are at work (during regular or extra duty). Please remind your staff of their district obligations and for them to develop their person/family needs plan in the case they are called upon for after hour duty.

1. Fresno Unified School District assumes the following responsibilities:

    a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Local Health Officer.

    b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.

    c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.

    d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Fresno County Department of Public Health and the Fresno County Office of Education Director of Health Services.

    e. Develop and implement support plans for Health Clinics designated to be used as "immunization clinics" or "flu clinics" to triage/evaluate and/or treat influenza patients not requiring hospital care.

2. Each Fresno Unified School assumes the following responsibilities:

    a. The Principal/Designee will develop a response plan that will:

        - Identify chain of command in case of illness with a minimum of 2 back ups.

        - Review and best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.

        - Review procedures for sending ill individuals' home and make adjustments if necessary.

        - Report the number of staff and students daily absent with pandemic flu to Vanessa Ramirez, 559-443-9644.

- Designate office staff who will document actions taken.

- Working with Vanessa Ramirez, provide information to all stakeholders on the extent of infection at school site and potential changes that might take place at school.

b. Develop a recovery plan that provides for education support and emotional support for staff and students. If there is loss of life, implement procedures located in the Comprehensive Safe School Plan.

PARENT REUNIFICATION TEAM

Location (must be able to accommodate all parents) School Theater

- ✓ Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations)
- ✓ Ensure that you have all the appropriate documentation such as sign out sheets, emergency cards, reunification form, as well as office supplies such as pens available.
- ✓ Post signs on tables to facilitate communications.
- ✓ Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- ✓ Set up tables with appropriate signs:
  a) 2 for reunification, Team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom)
  b) 2 for reunification of student to parent, Team #2 (Parents will sign out the release form for their child)
  c) 1 table for health services/nurse at student-parent meeting location
- ✓ Have interpreters speaking Spanish and Hmong (hearing impaired on as-needed basis on site available to assist)

Please fill in your re-unification team members in the chart below assigning an emergency task from the letters (a-c) above. Please ensure the team lead is a strong member of your management team.

STAFF MEMBER	ALTERNATE	TITLE	EMERGENCY TASK (list corresponding letter from above)
Rena Failla	Susan Hernandez	Guidance Counselor Coordinator	a
Sandy Lomelino	Nidia Vargas	Vice Principal	b
Marilyn Wheeler	Courtney Griffin	Senior Administrative Assistant	c

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance**. It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.

3. Ensures Safe School Leadership Team members are knowledgeable of location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself**.

4. Ensures that all staff are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.

5. Establishes a communications system consisting of the following elements:

   a. System of specific disaster warning signals that are well known to staff and students and includes both bell and voice signals.
   b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
   c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
   d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

The following guidelines should be adhered to:

- Include a sign-in sheet for all media to complete. (PC 627.2)
- Notify the Central Monitoring Station at 73831 (or 457-3831 from an outside line) of the emergency and media response. Notify Vanessa Ramirez, at 443-9644 who will notify the Instructional Superintendent(s) and the Emergency Planning Manager.
- Follow the directions of the Instructional Superintendent. Only the Superintendent or designee and Vanessa Ramirez, Emergency Response Manager, or designee is authorized to release information. **All other personnel should cordially refer the media to the Communications Office (457-3733).**
- Designate a person to record incidents for documentation purposes including debriefing.

6. Ensure that the emergency phones are in working order and that precautions are taken to keep that number private.

7. Ensures that each classroom or homeroom maintains a current emergency card system for every student (i.e., copies of emergency card or other effective system, which summarizes the information on the emergency card). (See Student Release Team page)

8. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

9. Assigns the following duties to school staff:
   a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
   b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
   c. Conduct search-and-rescue operations to systematically search every room to locate trapped/injured persons and to recover critical supplies and equipment.
   d. Establish/coordinate Communication Center.
   e. Administer first aid.
   f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
   g. Supervise Student Release Procedures.
   h. Check building utility systems and appliances for damage.

10. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.

11. Plans alternate classroom evacuation routes if standard routes are obstructed.

12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.

13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

14. Inform any satellite programs (on or adjacent to your site) of the emergency immediately. (Example: Parenting Center, Pre-school, Special Needs Program).

PC 627.2 Registration by Outsider
Ed Code 32211 Threatened disruption/interference with students
BP 1112(a) CF Visits to Schools

Per Board Policy 6114.1 ***The principal shall also hold fire drills at least once a month at the elementary and intermediate level, and not less than three times every school year at the secondary level. (At least one drill during the time of: before/after school, lunch, instructional time).***

2025-2026 Fire Drill Schedule

Month	Date	Time		
July				
August				
September				
October	October 16, 2025	11:00 a.m. (Instructional Time)		
November				
December				
January	January 29, 2026	12:30 p.m. (Lunch)		
February				
March				
April	April 23, 2026	3:15 p.m. After School		
May				
June				

2025-2026 Lockdown Drill Schedule / 4 Drills for the School Year

Semester	Date	Time		
Before School	September 18, 2025	7:15 a.m.		
Lunch	November 27, 2025	12:15 p.m.		
Instructional Time	February 26, 2026	11:55 a.m.		
After School	April 23 2026	2:30 p.m.		

2025-2026 Earthquake Drill Schedule

Per AR 3516.3 Drop, Cover and Hold procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 32282)

Date	Time		
October 2025 – Great California Shake Out	October 16, 2025 10:16 a.m..		

2025–2026 Reunification Drill

First Semester	Date	Time
	November 6, 2025	12:15 p.m.
Second Semester	**Date**	**Time**
	February 5, 2026	2:40 p.m.

As soon as the drill is completed fill out the Drill Reporting Template that has been sent out to the Safety Coordinator for your site.

Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder/assailant on campus, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – A verbal Lockdown call will be made over the PA system and over the two-way radios to signal staff to lock down. Remember, ***RUN-HIDE-FIGHT*** *in the event of an Active Assailant.* ***RUN:*** *If a safe path is available.* ***HIDE:*** *If you cannot get out safely.* ***FIGHT:*** *If your life is in danger.* An announcement over the PA System will be made to indicate when the lockdown is lifted.
2. The school nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place (if other than library, indicate gathering place: School Recreation Room
   In the nurse's absence Marilyn Wheeler will be in charge.
3. The Office Manager will maintain phone communication with the district office and Central Monitoring Station for internal communications.
4. Rena Failla will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Communications Office
6. The Plant Coordinator will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
   - Proceed immediately to homerooms
   - Direct as many students as possible into rooms
   - Supervise the area outside room until students are in rooms
   - Lock doors and follow classroom emergency guide instructions
   - Students in rooms are to be seated on the floor with sign-up sheets provided so that each student accounts for his/her presence in the room
   - Notify the front office of any additional outbreaks
   - Students are to remain in the classroom until the all-clear signal is given
9. If gunfire is heard, everyone should be instructed to get under desks and away from windows.
10. School staff should stay until the crisis is declared over

State of California Government Code,
Chapter 8, Division IV, Title I
The State of California Government Code States: that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs, and a state of emergency is declared.

PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.

Dion Varnado
Principal/Chief Academic Officer

Sandy Lomelino
Vice Principal

Marilyn Wheeler
Senior Administrative Assistant

Rena Failla **Guidance Counselor Coordinator**	**Michael Potts** **School Services Technician**	**Nidia Vargas** **College and Career Advisor**	**Courtney Griffin** **Guidance Dean**
Susan Hernandez	**Gladys Banda**	**Shannon Sani**	**Luis Baca**
Mong Vang	**Kienan Clewis**	**Gloria Rodríguez**	**Johnny Vasquez**
Andrew Williams	**Patricia Billeadeau**	**Carlos Custodio**	**Michael Cantu**
Zachary Reinhold	**Sean Sayles**	**Martin Mendez**	**Esperanza Trevino**

Campus Visibility Deployment of Staff

High School Campus	Name	Before/After School Location	Lunch Location	Passing Location
Principal	Dion Varnado	Upstairs Near classrooms	Rec Room	Upstairs Classroom Area
Guidance Dean	Courtney Griffin	Outside Entrance of School	Recreation Room	Downstairs Reception Area
School Services Technician	Michael Potts	Recreation Room/Outside Entrance	Recreation Room	Downstairs Theater/Rec Room
Data and Resource Specialist	Patricia Billeadeau	Downstairs Theater Area	Outside/Back of School	Downstairs Theater/Rec Room
Guidance Counselor Coordinator	Rena Failla	Recreation Room/Downstairs	Recreation Room	Upstairs Classroom Area
Case Manager	Mong Vang	Outside Entrance of School	Recreation Room	Upstairs Classroom Area
College and Career Advisor	Nidia Vargas	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Senior Administrative Assistant	Marilyn Wheeler	Upstairs near classrooms	Upstairs near classrooms	Upstairs Classroom Area
ELD Coordinator	Gladys Banda	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Vice Principal	Sandy Lomelino	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Registrar	Susan Hernandez	Recreation Room	Recreation Room	Recreation Room
Teacher	Andrew Williams	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Zachery Reinhold	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Sean Sayles	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Johnny Vasquez	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Martin Mendez	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Kienan Clewis	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Michael Cantu	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Luis Baca	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Shannon Sani	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Attendance Secretary/Home School Liaison	Gloria Rodriguez	Downstairs Reception Area	Downstairs Reception Area	Downstairs Reception Area
Maintenance	Carlos Custodio	School Grounds	School Grounds	School Grounds

Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive School Safety plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. Under California Education Code 32281, the School Site Council or its delegates formed a school safety planning committee with the minimum of the following members:

    - The principal or the principal's designee
    - One teacher who is a representative of the recognized certificated employee organization
    - One parent whose child attends the school
    - One classified employee who is a representative of the recognized classified employee organization
    - Other members, if desired

3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Fresno Unified School District Comprehensive Safe School Plan template have been met.

4. This school plan was adopted by the school site council on: February 4, 2025.

Attested:

Dion Varnado, Ed.D
School Principal

Signature

2-4-25
Date

Terry Allen, Ed.D
Governing Council Chair

Terry W. Allen, Ed.D
Signature

2.24.25
Date

School of Unlimited Learning (SOUL)

Instructional Continuity Plan

Purpose:
The Instructional Continuity Plan (ICP) ensures that in the event of an emergency or disruption (e.g., natural disasters, public health emergencies, or other unforeseen events), the educational experience for students can continue without significant interruption. The plan outlines procedures to ensure that learning remains consistent, equitable, and accessible for all students.

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1. Overview and Objectives:

- **Mission Statement:**
  To provide an equitable and seamless educational experience for all students, regardless of circumstances, by maintaining instructional quality during times of disruption.
- **Goals:**
  - Minimize disruption to student learning.
  - Ensure access to technology and digital resources for all students.
  - Maintain communication between teachers, students, and families.
  - Provide training for teachers, staff, and students on remote learning platforms.
  - Address the mental and emotional well-being of students and staff.

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2. Roles and Responsibilities:

- **School Leadership Team:**
  - Lead the implementation of the ICP.
  - Communicate regularly with stakeholders (teachers, students, families, local authorities).
  - Ensure that all legal and safety requirements are met.
  - Make decisions regarding the closure or re-opening of the school.

- **Teachers:**
  - Develop and deliver lessons through remote learning platforms.
  - Utilize digital learning resources (such as Canva, Google Classroom etc.) for pupils to access if schools are closed.
  - Maintain regular communication with students and parents (via email, text, phone calls, or virtual meetings).
  - Provide feedback and assessment on student work. Check for understanding using strategies for formative assessment. Daily check-ins or virtual office hours to allow additional academic support.
  - Ensure all accommodations and individualized education plans (IEPs) are being considered when planning and delivering lessons.
  - Be prepared for professional development on digital tools and instructional best practices.
- **Students:**
  - Engage in remote or hybrid learning as directed by the school.
  - Participate in online classes, complete assignments, and communicate with teachers.
- **Parents/Guardians:**
  - Support students in maintaining a structured learning environment at home.
  - Ensure students are attending virtual classes and completing assignments.
  - Reach out to school staff for assistance when needed.
- **Technology Support Team:**
  - Ensure that all digital tools (learning management systems, video conferencing tools, etc.) are functional and accessible.
  - Provide technical support for students, teachers, and families.
  - Ensure equity in access to devices and the internet.
- **Counseling Staff Team:**
  - Providing social-emotional support for pupils during and after a natural disaster is crucial to help them cope with stress, trauma, and displacement. Natural disasters can cause significant emotional distress, especially for children, who may struggle to understand and process what is happening.

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3. Support for Pupils' Social-Emotional and Mental Health

- **Creating a Safe, Supportive Environment**
  - **Physical Safety:** Ensure that the physical environment is secure and comforting. This includes making classrooms or shelters feel as calm and welcoming as possible, with familiar routines and comforting items (like soft toys, blankets, or calming visuals).
  - **Emotional Safety:** Establish a space where pupils feel they can express their emotions without fear of judgment. Encourage an open-door policy for pupils to approach trusted adults when they feel upset.
- **Acknowledge and Validate Feelings**
  - **Normalize Emotions:** Let pupils know that it is okay to feel sad, scared, angry, or confused after a natural disaster. Reassure them that their feelings are normal and valid, and they are not alone in feeling this way.
  - **Encourage Open Expression:** Give pupils opportunities to talk about their feelings. This can be through class discussions, one-on-one conversations, or creative outlets like drawing or journaling. Using art, music, or drama can be helpful for pupils who find it hard to express themselves verbally.
- **Provide Consistent Routines**
  - **Maintain Familiarity:** Pupils find comfort in routine, so try to maintain as much of the normal school routine as possible, even if learning has to happen in a temporary setting or remotely. Consistent schedules and predictable activities can help them feel more secure.
  - **Small Goals:** Help pupils set small, achievable goals to help them regain a sense of control, like completing a project, doing a quick exercise, or simply having a "feel-good" task to look forward to each day.
- **Active Listening and Empathy**
  - **Listen Actively:** Be present when pupils express their concerns or fears. Reflect on what they say to show that you understand and empathize. For example, "It sounds like you're feeling really worried about your home. That makes sense."
  - **Comfort and Reassure:** Provide physical comfort (such as a comforting touch, when appropriate), along with verbal reassurance that it is okay to be upset and that things will eventually get better.
- **Promote Peer Support**
  - **Peer Mentoring:** Encourage pupils to look out for one another. Some pupils may feel more comfortable talking to their peers than to adults. Encourage positive social interactions, teamwork, and support systems among classmates.
  - **Buddy Systems:** Pair pupils up with a buddy to check in on each other, helping them feel less isolated.
- **Address Trauma Through Age-Appropriate Conversations**
  - **Age-Appropriate Information:** Provide pupils with information about the disaster in a way they can understand. Use simple, clear, and age-appropriate language to explain what happened, why it happened, and what steps are being taken to keep them safe.

    - **Answer Questions:** Allow pupils to ask questions and provide honest, clear, and reassuring answers. If you do not have an answer, let them know you will try to find one together.
- **Incorporate Stress-Relief Activities**
    - **Mindfulness and Relaxation Exercises:** Help pupils manage stress by guiding them through breathing exercises, mindfulness practices, or short relaxation activities. These can help calm the body and mind and teach students strategies for handling anxiety.
    - **Physical Activity:** Encourage regular movement and physical activity to help release pent-up stress. This could be through games, exercises, or even simple stretching activities.
- **Provide Access to Counseling Services**
    - **School Counselors:** Will be available for one-on-one support. Counselors can provide tailored emotional support, offer coping strategies, and help pupils process trauma.
    - **Community Resources:** Provide families with information on local mental health services and counselors. Ensure that children who may need more intensive help are connected with appropriate support.
- **Encourage Family and Community Connection**
    - **Strengthen Family Bonds:** Encourage pupils to talk with their families about how they are feeling and to lean on each other for support. Let families know about resources available to them, such as counseling services, community support groups, or help with rebuilding.
    - **Build Community Networks:** Foster a sense of community by encouraging pupils and families to engage with one another. This could involve volunteering, local support networks, or simply reaching out to neighbors.
- **Follow Up and Monitor Long-Term Effects**
    - **Check-In Regularly:** Social-emotional needs may persist even after the immediate impact of the disaster has passed. Continue to check in with students, especially if they show signs of prolonged distress, such as withdrawal, difficulty concentrating, or changes in behavior.
    - **Reassure Over Time:** Disasters can have long-term emotional effects. It is important to reassure pupils over time that they are safe, and that recovery is a process. Offer ongoing support as needed and give them opportunities to talk about their feelings even weeks or months after the event.

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4. Support for Unhoused and/or Foster Youth:

- **Temporary Shelters:** Ensure that emergency shelters are accessible to homeless individuals and foster youth, offering them a safe place to stay during the disaster. Special attention should be given to minors in foster care who may need a guardian or trusted adult.
- **Pop-Up Shelters:** Organize temporary shelters in schools, community centers, or churches, making sure these spaces are equipped with food, hygiene products, and sleeping arrangements.
- **Food Drives and Distribution:** Collaborate with local organizations to provide emergency food and clean water. Ensure that the food is nutritious and accommodates dietary needs (e.g., allergies, religious preferences).
- **Hygiene Kits:** Distribute hygiene kits with essentials like soap, toothpaste, deodorant, menstrual products, and hand sanitizer.
- **Clothing and Warmth:** Ensure access to clothes, blankets, and essential items like shoes or jackets, especially during colder seasons.
- **Counseling and Therapy Services:** Offer emotional support and counseling, as both homeless individuals and foster youth are likely to experience trauma, anxiety, and stress during and after the disaster. Provide access to hotlines or in-person mental health professionals.
- **Peer Support Groups:** Set up peer support groups for foster youth, where they can connect with others who have similar experiences and feelings of loss or displacement.
- **Trauma-Informed Care:** Ensure that those providing services are trained in trauma-informed approaches to avoid re-traumatizing individuals in vulnerable situations.
- **Foster Care Systems:** Coordinate with child welfare agencies to ensure foster youth are safe and have the support they need, including reunification with their foster families if separated.
- **Homeless Shelters and Services:** Work with local shelters, housing authorities, and NGOs that specialize in homelessness to ensure that homeless individuals receive timely assistance.

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5. Communication Plan: within 5 calendar days following an emergency

- **Internal Communication:**
  - Use the school's existing communication channels (e.g., Microsoft 360 email, RingCentral or Personal cell text alerts, website, social media) to provide updates.
  - Establish a hotline or helpdesk for technical and academic support.

    - Regular virtual meetings via Teams or RingCentral with staff to ensure everyone is informed and aligned.
- **External Communication:**
    - Inform parents and guardians weekly about any changes to the school schedule or learning modalities (remote, hybrid, in-person).
    - Use the school's existing communication channels (e.g., Microsoft 360 email, RingCentral or website, social media) to provide updates daily of changes.
    - Establish a hotline or helpdesk for technical and academic support.
    - Provide clear instructions on how families can access learning materials and participate in learning activities.
    - Ensure messages are translated and accessible for non-English-speaking families, as needed.

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6. Educational Continuity Strategies: within 10 instructional days following the emergency.

- **Remote Learning:**
    - Leverage digital platforms (e.g., Google Classroom, Zoom, Microsoft Teams) for remote learning.
    - The school maintains an active account with Imagine Learning (Edgenuity) that will facilitate the online lessons.
    - Develop engaging lessons that accommodate diverse learning needs, including differentiated assignments and resources.
- **Hybrid Learning Model:**
    - Some students are learning in-person and others remotely ensure hybrid learning strategies support essential learning and make standards-aligned learning objectives achievable.
    - Utilize live-streamed lessons, recorded videos, and assignments uploaded to learning management systems.
    - Utilize existing curriculum from the school's Personalized Learning program.

- **Instructional Materials:**
    - Ensure students have access to textbooks, online resources, and supplemental learning materials.
    - Offer physical delivery of materials for students without internet access.
- **Assessment and Feedback:**
    - Regular formative assessments (quizzes, discussion posts, assignments) to monitor student progress.
    - Provide timely and constructive feedback on student work.

- Ensure that assessments are accessible and equitable for all students.

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7. Equity and Accessibility:

- **Device and Internet Access:**
  - Survey families to identify students who need technology (computers/tablets) or internet access.
  - Fresno EOC IT department to help provide accessibility of devices and hotspots to students in need.
  - Provide written guides and training for students and parents to navigate digital platforms.
- **Support for Students with Disabilities:**
  - Ensure that students with disabilities have access to necessary accommodations, such as speech-to-text software, visual aids, and specialized instructional support.
  - Collaborate with special education teams to offer remote services, including virtual speech therapy, counseling, and IEP meetings.
- **Language Support:**
  - Offer resources in multiple languages for families who need them.
  - Provide bilingual support staff or translators during virtual parent-teacher conferences or instructional sessions.
- **Support for Homeless and Foster Youth:**
  - Provide support staff during instructional sessions.

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8. Professional Development:

- **Technology Training:**
  - Provide teachers with training on digital tools for remote teaching, including Learning Management Systems (LMS), virtual meeting tools, and interactive learning apps.
  - Conduct periodic workshops to refresh skills on teaching in a hybrid or fully virtual environment.

- **Well-being Support for Staff:**
  - Offer training on maintaining work-life balance and supporting mental health during times of stress.
  - Provide opportunities for staff to share best practices and seek support from colleagues.

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9. Monitoring and Evaluation:

- **Continuous Improvement:**
  - Regularly assess the effectiveness of the instructional delivery methods through feedback from students, teachers, and families.
  - Conduct surveys to measure student engagement, academic progress, and satisfaction with remote learning experiences.
  - Make adjustments as necessary to improve instructional quality and student outcomes.
- **Student Progress Monitoring:**
  - Track student attendance and engagement in online learning and in-person learning.
  - Identify students who are falling behind and provide targeted interventions (e.g., tutoring, small-group instruction, virtual office hours).
- **Technical Support Monitoring:**
  - Track the number of technical issues and resolution times to ensure smooth functioning of digital learning platforms.

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10. Contingency Planning:

- **Emergencies and Natural Disasters (e.g., Wildfires, Earthquakes, Power Outages):**
  - Establish procedures for evacuations and alternative methods for continuing education if physical infrastructure is damaged (e.g., backup power, alternate work locations).
    - SOUL is under Fresno EOC, which has numerous programs. SOUL will continue to operate through Fresno EOC buildings or programs.
  - Maintain relationships with local emergency management to get up-to-date information during crises.
- **Long-Term School Closure:**
  - Extended learning opportunities (e.g., summer programs, after-school support) when in-person learning resumes.

- Continuous outreach will be offered to families to ensure students are supported during any extended absence from school.

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11. Return to Site-based Learning

- Conditions that must be met prior to returning from the disruption.
  - Power and utilities functioning
  - Access to safe and clean water
  - Campus free from hazards
  - Healthy air quality
  - Internet fiber lines connected and functioning.

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12. Conclusion:

The Instructional Continuity Plan ensures that the school community remains resilient and adaptable in the face of disruption. With a focus on communication, equity, accessibility, and continuous improvement, this plan helps provide an uninterrupted and equitable learning experience for all students.

Fresno Unified School District

Notice of Intent to Submit a Charter Renewal Petition

Please submit the following Notice of Intent to the Charter Office a minimum of ***60 days*** *in advance of the delivery of the renewal petition.* This will assist our office in more effectively communicating and scheduling your Board dates. Thank you.

Charter School Information			
Name: School of Unlimited Learning	Charter # 0149	Current Charter Expires: 06/30/2026	
Instructional Start Date: (Must be academic year immediately following petition submission)	Month: July	Day: 01	Year: 2026

Non-Profit Organization Name: Fresno Economic Opportunities Commission			
Charter 501C3 Name (if applicable):			
Grade Levels:	9 - 12	Total Projected Enrollment:	220

Designated Contact

Name:	Dr. Dion Varnado	Position:	Chief Academic Officer / Principal
Address:	2336 Calaveras Street, Fresno CA 93721		
Telephone Numbers	Mobile:	Office:	559-500-5076
Email:	dion.varnado@fresnoeoc.org		

Lead petition writer contact information (*if different from above*)

Name:	Mr. Steven Lewis	Position:	CEO & Board Secretary
Address:	1920 Mariposa Street, Suite 300, Fresno, CA 93721		
Telephone Numbers	Mobile:	Office:	559-263-1000
Email:	steven.lewis@fresnoeoc.org		

Are you planning to work with a charter management organization (CMO) or educational management organization (EMO)?
Yes ☐ No ☒
If so, please provide contract information for CMO or EMO. Use additional pages, if necessary: _____

Are there any "sister" charters? Yes ☐ No ☒ Include satellite location/resource centers.
If yes, indicate address of site(s):

Will there be any changes to the grade levels currently being served? Yes ☐ No ☒
If so, what are they? _____

Will the renewal petition reflect a change of location? Yes ☐ No ☒
If yes, indicate address of site(s): _____

Does your current location or proposed location require a lease? Yes ☒ No ☐
If yes, submit a draft of the lease of the current or proposed location.

By signing this form, the Board of the above named charter school places the District on notice of its intent to seek renewal of its current charter.

Print Name: Dr. Dion Varnado Signature of Board President: _____ Date: 9/30/25
(Authorized Signer)

School of Unlimited Learning (SOUL)

Fresno Unified Authorized Charter School

Academic Performance Framework – California Department of Education (CDE)*

ELA & MATH: Is the school's achievement performance meeting state expectation? Are students making gains over time? How is this school compared to a similar FUSD school? Is the school providing an equitable education to all students in the area of state assessments? Is this school meeting petition goals in the area of state assessments?

CA Dashboard 2023*	CA Dashboard 2024*	CA Dashboard 2025*	LCAP Goals	21-22	22-23	23-24	24-25
ELA Performance: N size: 39 students Performance Level: Orange 53.9 points below standard Increased by 53.9 points **Equity Group(s):** Orange: SD	**ELA Performance:** N size: 52 students Performance Level: Red 73.4 points below standard Declined by 19.6 points **Equity Group(s):** Red: SD	**ELA Performance:** N size: 54 students Performance Level: Red 95 points below standard Declined by 21.6 points **Equity Group(s):** Red: Hispanic, SD	Points Below Standard in ELA Targets: - 45 Points All -40 Points SD	111.8 Points Below Standard	53.9 Points Below Standard	73.4 Points Below Standard	95 Points Below Standard
MATH Performance: N size: 39 students Performance Level: Orange 187.4 points below standard Increased by 13.2 points **Equity Group(s):** Orange: SD	**MATH Performance:** N size: 52 students Performance Level: Red 200.6 points below standard Declined by 13.1 points **Equity Group(s):** Red: SD	**MATH Performance:** N size: 55 students Performance Level: Orange 194.5 points below standard Increased by 6 points **Equity Group(s):** Orange: Hispanic, SD	Points Below Standard in Math Targets: -170 Points All -170 Points SD	200.7 Points Below Standard	187.4 Points Below Standard	200.6 Points Below Standard	194.5 Points Below Standard
English Learner Progress N size: 18 EL students Making Progress towards Eng Lang Proficiency: 61.1% Performance Level: None Progressed one ELPI level: 55.6% Maintained ELPI Level 4: 5.6% Maintained ELPI 1, 2L, 2H, 3L, 3H: 27.8% Decreased one ELPI level: 11.1%	**English Learner Progress** N size: 20 EL students Making Progress towards Eng Lang Proficiency: 25% Declined by: 36.1% Performance Level: None Progressed one ELPI level: 25% Maintained ELPI Level 4: 0% Maintained ELPI 1, 2L, 2H, 3L, 3H: 45% Decreased one ELPI level: 30%	**English Learner Progress** N size: 21 EL students Making Progress towards Eng Lang Proficiency: 38.1% Increased by: 13.1% Performance Level: None Progressed one ELPI level: 38.1% Maintained ELPI Level 4: 0% Maintained ELPI 1, 2L, 2H, 3L, 3H: 42.9% Decreased one ELPI level: 19%	% of EL's Improving on the ELPAC (EPLI) Target: ELPI = 35%	N/A	61.1% Making progress	25% Making progress	38.1% Making progress

NOTES:

Chronic Absenteeism: Is the school providing an equitable education to all students in the area of chronic absenteeism? Is this school meeting petition goals in the area of chronic absenteeism? How is this school compared to a similar FUSD school?

CA Dashboard 2022*	CA Dashboard 2023*	CA Dashboard 2025*	Petition Goals	21-22	22-23	23-24	24-25
N/A for high schools	N/A for high schools	N/A for high schools	N/A for high schools	N/A	N/A	N/A	N/A

NOTES: N/A for high schools

Suspension Rate: Is the school providing an equitable education to all students in the area of suspension? Is this school meeting petition goals in the area of suspension rate? How is this school compared to a similar FUSD school?

CA Dashboard 2023*	CA Dashboard 2024*	CA Dashboard 2025*	Petition Goals	21-22	22-23	23-24	24-25
Suspension Rate: N size: **264** students Performance Level: Orange Suspended at least once: **2.7**% **Increased** by **0.6**% **Equity Group(s):** Orange: SED Yellow: Hispanic	**Suspension Rate:** N size: **276** students Performance Level: Red Suspended at least once: **6.2**% **Increased** by **3.5**% **Equity Group(s):** Red: SED, Hispanic	**Suspension Rate:** N size: **259** students Performance Level: Green Suspended at least once: **1.9**% **Decreased** by **4.2**% **Equity Group(s):** Orange: Homeless Yellow: EL, LTEL Green: Hispanic, SD, SWD	Suspension Rate Target: <4%	**2.0%**	**2.7%**	**6.2%**	**1.9%**

NOTES:

Graduation Rate: Is the school providing an equitable education to all students in the area of graduation rate? Is this school meeting petition goals in the area of graduation rate? How is this school compared to a similar FUSD school?

CA Dashboard 2023*	CA Dashboard 2024*	Like school 2024 Dashboard*	Petition Goals	21-22	22-23	23-24	24-25
Graduation Rate: N size: **88** students Performance Level: Red Graduated: **58**% **Declined** by **6.6**% **Equity Group(s):** Red: **SED, Hispanic**	**Graduation Rate:** N size: **83** students Performance Level: Red Graduated: **59**% **Increased** by **1.1**% **Equity Group(s):** Red: SED, Hispanic	**Graduation Rate:** N size: **97** students Color Status: Red Graduated: **60.8**% **Increased** by **1.8**% **Equity Group(s):** Red: SED, Hispanic	Graduation Rate Target: 70%	**64.5%**	**58%**	**59%**	**60.8%**

NOTES:

College/Career: Is the school providing an equitable education to all students in the area of college/career? Is this school meeting petition goals in the area of college/career? Does the school prepare students for post-secondary options? How is this school compared to a similar FUSD school?

CA Dashboard 2023*	CA Dashboard 2024*	Like school 2023 Dashboard*	Petition Goals	21-22	22-23	23-24	24-25
College/Career: N size: **77** students Performance Level: Very Low Prepared: **5.2**% **Equity Group(s):** Very Low: SED, Hispanic	**College/Career:** N size: **65** students Performance Level: Red Prepared: **4.6**% **Maintained**: **-0.6**% **Equity Group(s):** Red: SED, Hispanic	**College/Career:** N size: **84** students Performance Level: Yellow Prepared: **13.1**% **Increased**: **8.5**% **Equity Group(s):** Yellow: SED, Hispanic	% of graduates prepared for college/career Target: 15%	**N/A**	**5.2%**	**4.6%**	**13.1%**

NOTES:

Student Groups:	2019-20	2020-21	2021-22	2022-23	2023-2024	2024-2025
Overall Enrollment	181	145	168	188	209	199
Gender	M: 48.8% F: 51.2%	M: 43.5% F: 56%	M: 40.6% F: 59.4%	M: 42.4% F: 57.6%	M: 46.2% F: 53.8%	M: 45.2% F: 54.8%
EL	7.2%	6.9%	8.3%	12.8%	13.4%	13.6%
RFEP	14.9%	18.6%	11.9%	6.4%	8.1%	8%
Foster Youth	2.7%	1.6%	1.6%	1.9%	3.2%	3%
Homeless	13.5%	13%	9%	11.3%	13.1%	13.6%
SED	79.8%	94%	91.8%	86.4%	92.1%	94.5%
SPED	8.9%	8.2%	10.2%	9.8%	10.5%	12.6%

Fresno Unified School District

Charter Petition Requirements Checklist

Please use the table below to indicate **where each** of the required elements can be found in the Charter Petition. The Charter Petition will be reviewed pursuant to California Education Code § 47605, et sec.

GENERAL REQUIREMENTS		
ITEM	*SECTION*	*PAGE*
Admission policies and procedures	**Element H**	**89**
Comprehensive review of admission policies	**Element H**	**89**
Admission to all who want to attend	**Affirmations and Declaration**	**5**
Description of exact process of how public random drawing is conducted	**Element H**	**89**
Parent consultation – notices to parents and community on not counseling out students	**Element H**	**89**
Means to achieve balance of racial/ethnic pupils, special education pupils, and English learner pupils	**Element G**	**87**
Exclusive employer	**Affirmations and Declaration**	**5**
Type of facility required	**Misc. Provisions**	**124**
School closure procedures	**Element O**	**120**
Notice to District – students leaving charter	**Affirmations and Declaration**	**5**
Location of facility	**Misc. Provisions**	**124**
Attendance alternatives	**Element L**	**116**
Affirmations	**Affirmations and Declaration**	**5**
Potential effects on the District	**Mics. Provisions**	**124**

EDUCATIONAL PROGRAM (A)		
ITEM	*SECTION*	*PAGE*
Educational program description – include Transitional Kindergarten/Independent Study description if applicable and enter N/A if not.	**Element A**	**26**
Measurable pupil outcomes including method for measuring outcomes.	**Element B, Element C**	**58, 60**
Local Control Accountability Plan (LCAP)	**Appendix**	**N/A**
Annual goals & actions – subgroup goals	**Appendix**	**N/A**
Assessment tools	**Element B, Element C**	**58, 60**
State priorities – EC § 52060	**Element B, Element C**	**58, 60**
Transferability of high school courses	**Element A**	**26**
Student Assessment	**Element B, Element C**	**58, 60**
Academically low achieving students	**Element A**	**26**

ENGLISH LEARNERS **(Also use Oversight Petition Review Matrix feedback)**

Fresno Unified School District

Charter Petition Requirements Checklist

ITEM	*SECTION*	*PAGE*
Program description	**Element A**	**50**
Identification	**Element A**	**50**
Reclassification	**Element A**	**50**
Curriculum and materials	**Element A**	**50**

INDEPENDENT STUDY		
ITEM	*SECTION*	*PAGE*
Annual audit process	**Element I**	**93**
Ratio of ADA to FTE	**Appendix**	**N/A**
Written policies	**Available Upon Request**	**N/A**
Teacher credentials	**Element E**	**70**

FISCAL VIABILITY		
ITEM	*SECTION*	*PAGE*
Operational budget – first year	**Appendix**	**N/A**
Employee qualifications	**Element E**	**70**

PERSONNEL		
ITEM	*SECTION*	*PAGE*
Employee qualifications	**Element E**	**70**
Credential requirements	**Element E**	**70**
Return rights of employees	**Element M**	**117**
Key positions	**Element E**	**70**
Requirements for employment	**Element E**	**70**
Retirement systems	**Element K**	**115**
Employee benefits, focusing on retirement i.e. social security, STRS, PERS.	**Element K**	**115**

STUDENTS WITH DISABILITIES		
ITEM	*SECTION*	*PAGE*
Special Education Plan	**Special Education Information**	**127**
Section 504 Plan	**Special Education Information**	**127**

Fresno Unified School District

Charter Petition Requirements Checklist

STUDENT DISCIPLINE		
ITEM	*SECTION*	*PAGE*
Suspension	**Element J**	**94**
Expulsion	**Element J**	**94**
Updated language regarding involuntary dismissal from school	**Element J**	**94**
Updated due process language	**Element J**	**94**

DISPUTE RESOLUTION		
ITEM	*SECTION*	*PAGE*
Description of Process	**Element N**	**118**

RENEWAL/MATERIALS REVISIONS		
ITEM	*SECTION*	*PAGE*
Description of new requirements	**N/A**	**Updates included throughout the document**
Minimum renewal standards	**Charter Renewal Criteria**	**12**

Fresno Unified School District

FACILITIES AND FUTURE PLANS

FACILITIES/ADA	
Is the facility meeting the needs of your staff and students?	Y|**x**|/N☐
Will the facility continue to accommodate your growth needs?	Y|**x**|/N☐
If applicable, is your current lease still valid?	Y|**x**|/N☐
Does your lease extend through the end of your requested charter renewal term?	Y|**x**|/N☐|

If the lease does not extend through the end of your charter term, please describe your plans for a facility solution which includes either:

- A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or
- A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building. Describe any foreseeable conditions, circumstance or considerations that would affect the decision and specify a date by which a decision to lease or sell is likely.

Describe the condition of your current facility.

SOUL's current facility is well-maintained and effectively supports the needs of both staff and students.

What procedures are in place for handling facility repairs?

As needed, SOUL requests repairs from the landlord and they are completed.

FUTURE PLANS

- *As applicable:* Describe any **material revision** to your charter and rationale for the changes. **This request will be considered as part of the renewal process, but must be on the Agenda as a separate Board item.**
- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond capacity, changing the school's mission, purchasing a new facility, adding on additional sites, etc.
- In order to have the material revision to your charter approved, your school needs to:
  - State the revision(s) the school's governing board wishes to make to the charter;
  - Describe the reasons for the request(s); and
  - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
- If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with parents.
- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

Fresno Unified School District

Charter Board Evaluation of School Performance

A separate fillable digital form will be provided.

In completing this performance report, the Charter Office is seeking an honest and reflective self-appraisal of strengths and weaknesses of the charter school, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school. This report is to be submitted to the Charter Office (felicia.olais@fresnounified.org) at least one (1) **week** prior to the Renewal Site Visit.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for considering whether to recommend the Board grant or deny the renewal petition, including the charter school's ability and plans to respond to challenges and make improvements when needed.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. school administrator).
- This document is intended to be reflective of the collective thoughts and opinions of the entire board. **Only one document is to be submitted to the District**.

1 How effective is your school overall?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know? Cite Evidence.

What are its notable strengths?

What are the main areas of needed improvement?

2 How well do students achieve?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

In which subjects and grades do students do best, and why? Share examples of subject and grade level successes.

In which subjects and grades is improvement needed, and what action is being taken?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

Fresno Unified School District

3	How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Which are the strongest features of teaching and learning and why?

What aspects of teaching and learning most need improvement, and what action is being taken?

4	How effective is the charter's assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

What are the strongest features of your assessments?

What aspects need improvement, and what action is being taken?

5	How effective are the strategies and processes that you have implemented to ensure your school enrolls a diverse student population?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

What are the strongest aspects of your efforts to recruit/maintain a diverse student population?

What aspects need improvement, and what action is being taken?

6	How effective is the leadership and management of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

How does your board monitor teacher and staff implementation of the school's curriculum, including its alignment with the California Common Core State Standards?

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Fresno Unified School District

Which aspects of leading and managing the academic performance of the school work best, and why?

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

7	**How well does the charter school collaborate with parents to encourage active participation in their student's education?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Which are the strongest features, and why?

What most needs improvement, and what action is being taken?

8	**How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

Which are the strongest features, and why?

What most needs improvement, and what action is being taken?

9	**How effective is the governing board of the school?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

Describe the process for selecting your governing board members.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

What are the notable features of the governing board?

Fresno Unified School District

How effectively does the governing board work with the school leader/s?

10	How effective is the school at ensuring fiscal soundness and legal compliance?						
		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory

How do you know?

Which are the strongest features, and why?

What most needs improvement, and what action is being taken?

11	How effective is the school's fiscal management?						
		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory

How do you know?

Which aspects of the school's fiscal operations work best?

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

SOUL 2025-26 BELL SCHEDULE

Regular Day Schedule

8:30 AM	9:25 AM	Period 1
9:25 AM	9:30 AM	Passing
9:30 AM	10:25 AM	Period 2
10:25AM	10:30 AM	Passing
10:30 AM	11:15 AM	Advisory
11:15 AM	11:20 AM	Passing
11:20 AM	12:15 PM	Period 3
12:15 PM	12:40 PM	Lunch
12:40 PM	12:45 PM	Passing
12:45 PM	1:40 PM	Period 4
1:40 PM	1:45PM	Passing
1:45 PM	2:40 PM	Period 5
2:40 PM	2:45 PM	Passing
2:45 PM	3:40 PM	Period 6

Total daily minutes: 430

Early Release Schedule

8:30 AM	9:25 AM	Period 1
9:25 AM	9:30 AM	Passing
9:30 AM	10:25 AM	Period 2
10:25 AM	10:30 AM	Passing
10:30 AM	11:15 AM	Advisory
11:15 AM	11:20 AM	Passing
11:20 AM	12:15 PM	Period 3
12:15 PM	12:40 PM	Lunch
12:40 PM	12:45 PM	Passing
12:45 PM	1:40 PM	Period 4
1:40 PM	1:45PM	Passing
1:45 PM	2:40 PM	Period 5

Total daily minutes: 345

Finals A Schedule			Finals B Schedule		
8:30 AM	9:25 AM	Period 1	8:30 AM	9:25 AM	Period 4
9:25 AM	9:30 AM	Passing	9:25 AM	9:30 AM	Passing
9:30 AM	10:25 AM	Period 2	9:30 AM	10:25 AM	Period 5
10:25AM	10:30 AM	Passing	10:25AM	10:30 AM	Passing
10:30 AM	11:25 AM	Period 3	10:30 AM	11:25 AM	Period 6
Total daily minutes: 175			Total daily minutes: 175		

Fresno Unified School District

Renewal Petitioner Certification Form

(TO BE USED FOR RENEWAL OF A FRESNO UNIFIED SCHOOL DISTRICT AUTHORIZED CHARTER)

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §§ 47605(b) and 47605.6(b).

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

Instructions to Lead Petitioner
1. Complete the Fresno Unified Charter Renewal Review Matrix Form (including petition page numbers).
2. Complete and sign this Renewal Petitioner Certification Form.
3. Submit completed & signed Renewal Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter renewal petition to the District's Charter Office Department.

(A) The renewal petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current educational program offered by the charter school.	☒ YES ☐ NO
(B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Education Code § 52064.5 for the two years immediately preceding the renewal decision and any/all other data, plans, or information necessary to support renewal.	☒ YES ☐ NO
(C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year.	☒ YES ☐ NO
(D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & PDF) versions, including an Excel spreadsheet of the five-year budget, LCFF calculator, and an executive summary of the changes from the current charter.	☒ YES ☐ NO

I hereby certify in accordance with Education Code section 47605(b) or 47605.6(b) and Board Policy 0420.4 that the attached renewal petition, including any appendices and attachments, is deemed complete and the information in this certification form is true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter school to denial or revocation if later discovered and the omission/inaccuracy is material.

RECEIVED
DEC 01 2025
Fresno Unified School District
Charter Office

Name of Charter School:

School of Unlimited Learning

Dion Varnado, Principal	**12/1/25**	
Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
Felicia Olais, Director, Charter Office	**12/1/25**	
Name & Title of District Personnel Receiving Petition	DATE	Signature of District Personnel Receiving Petition

Note: Pending Delivery of 2nd Cc. (Email)

2025-2026 Independent Study Board Policy & Independent Study Policies and Procedures

Updated July 2025

School of Unlimited Learning (the "Charter School") may offer non-classroom based instruction to meet the short- or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the School of Unlimited Learning Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may lapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.
2. The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
    a. When any pupil fails to complete two (2) assignments during any period of five (5) school days.
    b. In the event a student's educational progress falls below satisfactory levels as determined by ALL the following indicators:
        i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
        ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
        iii. Learning required concepts, as determined by the supervising teacher.
        iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

    A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies for the following pupils:
    a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar.
    b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
    c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

a. Verification of current contact information for each enrolled pupil.
b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation.
c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
   a. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Students must attend (instructional meetings) with their teacher at least once a week for a minimum **of one hour per week**. Teachers will set appointment times with students.

6. The following plan* shall be utilized to transition pupils whose families wish to return to another program or school expeditiously, and, in no case, later than five (5) instructional days: If a parent, or adult student, wishes to transfer from the School of Unlimited Learning Independent Study program at any time, they may request a withdrawal slip and transcripts which will be available within five (5) instructional days.

** The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 16 schooldays in a school year and pupils enrolled in a holistic school for classroom- based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.*

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all the following:

   a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
   b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
   c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
   d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress,

and

e. the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue independent study.

f. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one (1) school year.

g. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

h. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

i. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

ii. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

9. The Principal may establish regulations to implement these policies in accordance with the law.

The School of Unlimited Learning Independent Study education component offers a unique opportunity for students to work "independent" of regular daily classroom attendance and without the requirement of meeting with their instructor on a daily basis.

Independent Study requires students to meet with a SOUL instructor on a weekly basis for a *minimum* of one hour to receive assignments which coincide with the student's overall academic-credit needs detailed in their Master Agreement. No Independent Study agreement is valid for longer than one school year. Academic credit assignments and ADA tabulations for the student are based solely upon the teacher's assessment of the student's independently completed work. During each scheduled appointment the student will be given weekly course material that, when completed, will be graded and assigned credit toward graduation. Students are required to attend all scheduled appointments with their instructor and to participate in all standardized testing as required by the state, the district, or the school. Students will earn 1 credit towards graduation for every 20 hours of work assigned, with a maximum of 40 core academic credits per semester. Students are expected to attend regularly and maintain satisfactory progress on work completed in order to remain in this program. The students are required to attend instructional meetings with their teacher at least once a week for a minimum of one hour per week. The maximum length of time allowed between the assignment and the date the assignment is due is one week. Students failing to appear for two scheduled appointments or missing two assignments will be re-evaluated regarding their academic placement in this component.

PERSONALIZED LEARNING: RULES, REGULATIONS & POLICIES

Discipline Rules and Regulations

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, or removed from the program. Each disciplinary action will be handled on a case-by-case basis.

All students will comply with the regulations, pursue the required course of study, and respect the authority of the teachers, administration and support staff of the educational site.

Attendance and participation at extracurricular activities are considered a part of the educational program. All rules of student conduct and dress code apply to extracurricular activities.

Attendance

The law no longer provides for "excused" absences. Students may have a "valid absence" but their attendance will be impacted and they will be required to make up any assignments missed. (EC48205). Valid absences can be defined as personal illness, attendance at funeral services for a member of the immediate family, part-day absences for medical/dental appointments, but will still be counted as an absence from school or class.

Students must attend (instructional meetings) with their teacher for a minimum of 3 hours per week Teachers will set appointment times with students. Further, students must provide documentation from their parent/guardian verifying their daily completion of independent study assignments. In compliance with SOUL's Independent Study policies for grades 9 through 12, the maximum length of time allowed between the assignment and the date the assignment is due is one week.

Excused absences are **not** recognized in Independent Study. If for any reason the student cannot keep the appointed time, the student's parent/guardian must contact the teacher, explain the reason for the missed appointment, and reschedule the appointment to make-up for the missed time.

If a student is absent and the instructional time is **not** rescheduled, the teacher will evaluate the students continued enrollment, and take corrective action, if student fails to reschedule the meeting: Teacher contacts the student/parent. The meeting is rescheduled for the same week.

SOUL's four-step attendance policy is:

Step 1 Student fails to attend the rescheduled meeting: Teacher puts the student on an "Attendance Warning" to address his/her attendance issues. Parents will be contacted.

Step 2 If the student has an absence following the warning, then the student is place on an "Attendance Agreement." Students and parents will be notified of this action.

Step 3 If the student fails to comply with the Attendance Agreement they will be referred to the Guidance Dean for a parent/student meeting to address their absences.

Step 4 If the student has any further absences, per the policies described herein, it may be determined that it is not in the best interest of the student to continue in personalized learning, and they may be withdrawn from the program.

Credits

To complete graduation requirements in a timely manner, students are expected to complete 2 credits per week. To remain in personalized learning, students **must** complete a **minimum of one credit of work per week.** If the

Students needs extra help or a place to study, the student can come in for tutoring. This extra session does not replace the students regularly scheduled instructional time. Individual or group tutorial for math and English may be offered to assist students who are having difficulty with these subjects.

Independent study students must understand that their work is designed to be completed at home:

- Student gets the assignments from the teacher
- Students do the assignments at home or come in for extra help if the assignment is too difficult. Important: The regularly assigned instructional meeting is not time to do assignments. Assignments are to be completed at home.
- Student returns at his/her appointed time. Teacher goes over the work with the student and tests the student on their completed work.
- Students receive new assignment(s).

Failure to Meet Credit Requirement

- First time student fails to meet the one-credit a week requirement: The teacher will contact the parent
  and discuss whether personalized learning is meeting the student's needs.
- Second time student fails to meet the one-credit a week minimum: The teacher refers the student and parent to the Guidance Office to review the academic progress of the student.
- Student fails to comply with the credit minimum: Per the policies described herein, it may be determined that it is not in the best interest of the student to remain in personalized learning and student may be withdrawn from personalized learning.

During each scheduled appointment the student will be given weekly course material that, when completed, will be graded and assigned credit toward graduation.

- Students are required to attend all scheduled appointments with their instructor and to participate in all standardized testing as required by the state, the district or the school.
- Students will earn 1 credit towards graduation for every 20 hours of work assigned.
- Students are expected to attend regularly and maintain satisfactory progress in order to remain in the program.
- A student failing to appear for two scheduled appointments or missing two assignments as described in the policies described herein, will be evaluated to determine whether it is in the best interest of the student to remain in personalized learning and may be withdrawn from personalized learning.

FRESNO EOC SCHOOL OF UNLIMITED LEARNING CHARTER SCHOOL
MASTER AGREEMENT FOR INDEPENDENT STUDY

Name:	Student No:	Grade:
Address:	Age:	Birth Date:
City:	Zip Code:	Hm Phone: ( )
Site:	Parent Cell Phone: ( )	Work Phone: ( )
Entry Date:	Exit Date:	Student Cell Phone: ( )

OBJECTIVE: The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is substantially equivalent to in-person instruction. As a high school, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. I will attempt to complete the courses listed below as they are outlined in the Guide to Secondary Course Offerings. No Independent Study agreement is valid for longer than one (1) school year.

I understand that all course objectives will be consistent with the guidelines established in the Fresno EOC School of Unlimited Learning ("SOUL" or "Charter School") curriculum for high school completion and that course contracts will include additional descriptions for the objectives, study methods, activities, and due dates of the course of study covered by the agreement.

In undertaking the study of the course(s) below, I realize that I will have the resources of the Charter School personnel, curriculum, textbooks, supplementary materials, and community resources as listed on my course contract(s). I agree to meet with my teacher(s) regularly according to the frequency, date, time, and location specified in course contract(s), which is deemed to be incorporated by reference to this master agreement.

Subject	Course Value Credits Attempted	Credits Completed	Subject	Course Value Credits Attempted	Credits Completed

Evaluation Activities/Methods of Study: Activities (as a means to reach objectives)

_____ Completed assignment	_____ Written tests/report	_____Oral / written Presentation
_____ Demonstration of skill	_____ Student log	_____ Other

Frequency: _____ Time: From_____to _____ Location: 2336 Calaveras • Fresno 93721

Counseling: Available Mandatory **Case Manager:** Required

Method of Evaluation: The following methods of evaluation will be utilized: Teacher-made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Journals, Presentations, Quizzes, Labs, Final Examinations.

Resources: The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The Charter School will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

Board Policies Pursuant to Education Code Sections 51747(a) and (b)

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.

2. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or be withdrawn from independent study upon the following triggers:
   a. When any pupil fails to complete two (2) assignments during any period of five (5) school days or misses two (2) scheduled appointments in a month.

b. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
   i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
   ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
   iii. Learning required concepts, as determined by the supervising teacher.
   iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Statement of Academic and Other Supports for Special Populations: The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities in Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided with in a a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Pupil-Parent-Educator Conference: Before signing this written agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

We understand the following from this Independent Study Agreement, as outlined for grades 9 through 12,

- The maximum length of time allowed between the assignment and the date the assignment is due is five (5) school days.
- Scheduled attendance is required.
- If a participating student misses two (2) assignments within five (5) school days or (2) scheduled appointments in a month an evaluation shall be conducted.
- This agreement provides an educational opportunity that is in the student's best interest, and we agree with its implementation beginning this date:

_____ through _____

Student Signature	Date	Parent/Guardian/Caregiver Signature	Date
Principal	Date	Certificated employee who has been designated as having the general supervision of independent responsibility for study	Date
Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable	Date	Certificated employee who has been designated as having the general supervision of independent responsibility for study	Date
Certificated employee who has been designated as having the general supervision of independent responsibility for study	Date	Certificated employee who has been designated as having the general supervision of independent responsibility for study	Date
Certificated employee who has been designated as having the general supervision of independent responsibility for study	Date	Certificated employee who has been designated as having the general supervision of independent responsibility for study	Date

AGREEMENT: I have read pages 1-3 of this agreement and hereby agree to all the conditions set forth within[1] and understand that independent study longer than fifteen (15) school days may not commence until this Agreement is signed.

[1] Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Student:

I understand that:

- Independent Study is an optional educational alternative that I have voluntarily selected.
- Upon entering Independent Study I have not waived any rights as a student, and I am entitled to all Fresno EOC School of Unlimited Learning services and resources. If I am a student with an individualized education program (IEP), my IEP must specifically provide for my enrollment in Independent Study.
- I must follow all the discipline code and behavior guidelines of the School of Unlimited Learning. Any violation of these guidelines or failure to meet school requirements could result in suspension, expulsion, or involuntary removal.
- Visitation on any other school campus requires permission from that school.
- I am required to attend at least once a week for a minimum of one (1) hour per week
- As outlined in SOUL's Independent Study policy for grades 9 through 12, the maximum length of time allowed between the assignment and the date the assignment is due is **five (5) school days**.
- If I achieve only minimum study requirements, and only complete the equivalent of **1** credit a week, I will **not** complete a minimum of **30** credits a semester. A regular high school program is **30** credits a semester.
- Unless I am a student with a disability and this service is included within my Individualized Education Program ("IEP"), I understand that lack of transportation to the school site is not an acceptable reason for failing to meet with my teacher and/or supervisor to submit my completed assignments.
- I understand that excused absences are not allowed in Independent Study.

I agree to:

- Be supervised by properly credentialed teacher and/or other approved school personnel.
- Meet regularly with the assigned staff member. I understand that if I miss two (2) assignments within five (5) school days or miss two (2) scheduled appointments within a month, it will result in an evaluation to determine if I should remain in independent study and may also result in one (1) or more of the following:
    1. a letter of concern to me and my parent, if appropriate
    2. a specially scheduled appointment
    3. a special meeting with the teacher and/or counselor
    4. a meeting with the administrator, including my parent or guardian, if appropriate
    5. placement on probation
    6. increase in the amount of time I must meet with my teacher or in an equivalent supervised situation
    7. revocation of any work permit issued until my schoolwork is satisfactorily completed
    8. it may be determined that it is not in my best interest to remain in independent study, and I may be withdrawn from independent study. and returned to a regular classroom program of instruction or another appropriate alternative.
- Obtain transportation to scheduled meetings, if it is not a service provided through my IEP, if applicable.
- Complete my assigned work and achieve at least the minimum performance requirements of the course of study. I understand that credit, which is based on mastery of learning, can only be issued after I have successfully completed an activity and it has been evaluated. I realize that a minimum of twenty (20) hours of work is needed for each unit of credit.

Student's Signature: _____ **Date**: _____

Parent/Guardian:

I understand that the major objective of Independent Study is to provide a voluntary educational alternative for my child.
I agree to the above conditions listed under "Student." I also understand that:

- The individual course objectives are consistent with and evaluated in the same manner that they would be if they were enrolled in a traditional school program.
- I am liable for the cost of replacement or repair for damaged, destroyed or lost books and other school property checked out to my child.
- Unless otherwise indicated, a teacher or supervisor will meet with my child on a regular basis to direct and measure progress. The teacher or supervisor in consultation with my child will determine the time and location of meetings with the teacher or supervisor. I understand that I am responsible for my child keeping their appointments on time.
- I am expected to encourage them to do more than the minimum study requirements.
- I have the right to appeal decisions about my child's placement, school program, or transfer according to the Charter School's procedures.

Parent's Signature: _____ **Date**: _____

HIGH SCHOOL GRADUATION REQUIREMENTS

A total of 230 units of credit must be earned for high school graduation. Five (5) units are granted for successfully completing (D or better) each semester in the core classes.

To enter:	**10th grade**	**11th grade**	**12th grade**	**Graduation**
	50 units	110 units	170 units	230 units

(Students can be reclassified by grade if the grade requirements are not met, however Graduation Requirement Year (GRY) will not change).

Course requirements for Graduation Requirement Years (GRY) up to and including 2028:

English Language Arts.....40 credits
Modern World History.....10 credits
United States History.....10 credits
American Government.....5 credits
Economics.....5 credits
Science.....30 credits
*Mathematics..... 30 credits
Physical Education.....20 credits
Health/Sociology for Living.....5 credits
Fine Arts or Foreign Language.....10 credits
Electives.....65 credits

Course requirements for Graduation Requirement Years (GRY) beginning in 2029:

English Language Arts.....40 credits
Modern World History.....10 credits
United States History.....10 credits
American Government.....5 credits
Financial Literacy.....5 credits
Science.....30 credits
*Mathematics..... 30 credits
Physical Education.....20 credits
Health/Sociology for Living.....5 credits
Ethnic Studies……5 credits
Fine Arts or Foreign Language.....10 credits
Electives.....60 credits

A total of **230 credits must be earned for high school graduation.

* Mathematics requirements will include Algebra and Geometry.

**Credit waivers issued by the CDE may reduce the credit requirement for specific circumstances

A-G Course Alignment Maps and CSU/UC admission requirements available upon request

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 12/29/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Heffernan Insurance Brokers
1350 Carlback Avenue
Walnut Creek, CA 94596

CONTACT NAME: Walnut Creek AMS Team
PHONE (A/C, No, Ext): 925-934-8500 **FAX (A/C, No):** 925-934-8278
E-MAIL ADDRESS: WalnutCreekAMS@heffins.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Nonprofits Insurance Alliance of California	11845
INSURER B : Houston Casualty Company	42374
INSURER C : Hartford Fire Insurance Company	19682
INSURER D : Accident Fund Insurance Company of America	10166
INSURER E :	
INSURER F :	

INSURED FRESCOU-02
Fresno County Economic Opportunities Commission
dba Fresno Economic Opportunities Commission
1920 Mariposa Mall Suite 330
Fresno, CA 93721

COVERAGES **CERTIFICATE NUMBER:** 1140263518 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC OTHER:	Y		01-CP-0028175-01-15	7/1/2025	7/1/2026	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG 	$ 1,000,000 $ 500,000 $ 20,000 $ 1,000,000 $ 3,000,000 $ 3,000,000 $
A	**AUTOMOBILE LIABILITY** X ANY AUTO OWNED AUTOS ONLY / SCHEDULED AUTOS X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY			01-CP-0028175-01-15	7/1/2025	7/1/2026	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) COMP DED/COLL DED	$ 1,000,000 $ $ $ $ 1,000/$1,000
A	X **UMBRELLA LIAB** X OCCUR **EXCESS LIAB** CLAIMS-MADE DED RETENTION $			01-UB-0028175-01-15	7/1/2025	7/1/2026	EACH OCCURRENCE AGGREGATE 	$ 2,000,000 $ 2,000,000 $
D	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		1400024888	1/1/2026	1/1/2027	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
B A C	CYBER SOCIAL SERVICE PROF LIA-no retro CRIME/EMPLOYEE DISHONESTY			H25NGP209003-05 01-CP-0028175-01-15 57 FA 0271152-25	7/1/2025 7/1/2025 7/1/2025	7/1/2026 7/1/2026 7/1/2026	PER CLAIM/DEDUCTIBLE EACH OCCUR/AGGREGATE LIMIT/DEDUCTIBLE	$1M/$25K $1M/$3M $2.5M/$10k

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Re: Health and Dental Programs. Fresno Unified School District is included as an additional insured on General Liability policy per the attached endorsement, if required.

CERTIFICATE HOLDER

Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):
Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. **Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or
2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

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School of Unlimited Learning (SOUL)

Budget Narrative & Cashflow Statement

The 5-year financial information and narrative below are for the School of Unlimited Learning (SOUL). The proposal includes the annual budget and monthly cash flow statements for the proposed years of operation 2026-27 through 2030-31.

Student Enrollment and Average Daily Attendance

The major revenue source for the SOUL is dependent on the number of students enrolled and their daily Average Daily Attendance. The calculation is derived by the cumulative attendance during a reporting period divided by the number of school days. SOUL assumes 92% attendance rate.

Table A: Enrollment and ADA

	Year	Year	Year	Year	Year
	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Enrollment					
Grades TK-3					
Grades 4-6					
Grades 7-8					
Grades 9-12	200	200	200	200	200
ADA %	92%	92%	92%	92%	92%
Average Dailey Attendance	**184**	**184**	**184**	**184**	**184**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around $22,000/ADA at SOUL. LCFF state revenue streams provide the largest source of funding making up about 85% of SOUL's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenue

	Year	Year	Year	Year	Year
	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Revenue					
State Aide Revenue Limit	3,414,970	3,540,936	3,658,272	3,776,651	3,810,743
Federal Revenues	362,615	367,703	373,218	379,086	384,185
Other State Revenues	260,818	264,609	268,578	272,607	276,819
Other Local Revenues	5,075	5,151	5,228	5,306	5,385
Total, Revenues	**4,043,478**	**4,178,399**	**4,305,296**	**4,433,650**	**4,477,132**

State Revenues

State revenues estimations are based on State budget, specific programs, and student population. State revenue is 85% of total revenue.

Table C: Projected State Revenue

	Year	Year	Year	Year	Year
	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Revenue					
State Aide	2,385,624	2,484,041	2,573,803	2,664,297	2,667,290
Educational Protection Account (EPA)	805,514	833,063	860,637	888,522	919,620
Other State Revenues	223,833	223,833	223,833	223,833	223,833
Total, Revenues	**3,414,970**	**3,540,936**	**3,658,272**	**3,776,651**	**3,810,743**

Other State Revenue

Table D: Other Projected Revenue

	Year	**Year**	**Year**	**Year**	**Year**
	2026-27	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Projected Revenue					
Other State Revenues	260,818	264,609	268,578	272,607	276,819
Total, Revenues	**260,818**	**264,609**	**268,578**	**272,607**	**276,819**

Federal Revenues

Federal revenues estimations are based on Federal budget, specific programs, and student population. Federal revenue is 9% of total revenue.

Table E: Projected Federal Revenues

	Year	Year	Year	Year	Year
	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Revenue Sources					
Federal Children Nutrition	10,000	10,000	10,000	10,000	10,000
Title Funding	85,000	85,000	85,000	85,000	85,000
CSI Funding	267,615	272,703	278,218	284,086	289,185
Total, Revenues	**362,615**	**367,703**	**373,218**	**379,086**	**384,185**

Local Revenues

Local revenues estimations are based on estimated donations, etc. Local Revenue is less than 1% of total revenue.

Other Projected Local Revenue

Table F: Other Projected Local Revenue

	Year	Year	Year	Year	Year
	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Revenue Sources					
Local Revenue	5,075	5,151	5,228	5,306	5,385
Total, Revenues	**5,075**	**5,151**	**5,228**	**5,306**	**5,385**

Projected Expenses

The projected expenses are estimated personnel costs, operating costs, and indirect costs. The overall budgets increase is approximately 3% per year based on personnel and operating historical costs.

Table G: Projected Expenses

	Year	Year	Year	Year	Year
	2026-27	2027-28	2028-29	2029-30	2030-31
Projected Expenditures					
Certified Salaries	1,513,965	1,536,362	1,559,092	1,582,160	1,604,926
Classified Salaries	488,451	495,778	570,145	578,697	587,377
Employee Benefits	587,580	590,596	593,628	596,676	599,579
Books & Supplies	159,436	163,081	166,814	170,637	174,317
Services, Other Operating Expenses	1,294,046	1,392,582	1,415,617	1,505,480	1,510,932
Total Expenditures	**4,043,478**	**4,178,399**	**4,305,296**	**4,433,650**	**4,477,131**
Student Enrollment	200	200	200	200	200
Average Expenditure per Student	$ 20,217	$ 20,892	$ 21,526	$ 22,168	$ 22,386

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant, at nearly 65% of total expenditures. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers' compensation, and retirement.

SOUL's teaching staff levels are based upon enrollment projections and instructional needs. With SOUL's instructional model, all teachers work with all grades (9-12) throughout the day. Ratios of Students to Certificated Teachers to is expected to be at or below 19:1 over the course of the full 5 years of operations. However, that ratio is slightly below 15:1 when including all staff who are in Student/Program support roles. These are well below the required ratio of 25:1 which demonstrates SOUL's commitment to providing individualized instructional support for its students.

Table H: Instructional Staff Ratio

	2026-27	2027-28	2028-29	2029-30	2030-31
Instructional Staff Ratio					
School Attendance	200.0	200.0	200.0	200.0	200.0
Certificated Teacher	11.0	11.0	11.0	11.0	11.0
Certificated Pupil Support (including SPED)	3.0	3.0	3.0	3.0	3.0
Total Instructional Staff	**14.0**	**14.0**	**14.0**	**14.0**	**14.0**
Student : Instructional Staff Ratio	*14.3*	*14.3*	*14.3*	*14.3*	*14.3*

The staffing tables associated with our financial projections are shown below:

Table I: Staffing Summary

	2026-27	2027-28	2028-29	2029-30	2030-31
Total Staffing					
Instructional Staff					
Teachers					
9th Grade	2.75	2.75	2.75	2.75	2.75
10th Grade	2.75	2.75	2.75	2.75	2.75
11th Grade	2.75	2.75	2.75	2.75	2.75
12th Grade	2.75	2.75	2.75	2.75	2.75
Total Teacher	**11.0**	**11.0**	**11.0**	**11.0**	**11.0**
Other Instructional Staff					
Certificated Pupil Support (including SPED)	3.0	3.0	3.0	3.0	3.0
Total Other Instructional Staff	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Total Instructional Staff	**14.0**	**14.0**	**14.0**	**14.0**	**14.0**
Administrative Staff - Certified					
Principal	1.0	1.0	1.0	1.0	1.0
Vice Principal	1.0	1.0	1.0	1.0	1.0
Total Administrative Staff - Certified	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**
Support and Administrative Staff					
Support Staff - Classified (FTE)	4.0	4.0	4.0	4.0	4.0
Clerical Staff - Classified (FTE)	6.0	6.0	6.0	6.0	6.0
Total Classified Staff	**10.0**	**10.0**	**10.0**	**10.0**	**10.0**
Total Staffing	**26.0**	**26.0**	**26.0**	**26.0**	**26.0**

The average salary structure for key FTE staff positions is listed on the table below. Note that the projected total salary amounts in Table G also include support staff costs.

Table J: Average Budgeted Salary by Position

	2026-27	2027-28	2028-29	2029-30	2030-31
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Average Budgeted Salary by Position					
Teacher (including SPED)	88,718	89,399	90,007	90,604	91,077
Other Instructional Staff - Certified	95,333	98,174	100,893	103,819	106,830
Administrative Staff - Certified	118,251	121,774	125,148	128,777	174,539
Classified Staff (Support and Adminsitrative)	48,845	49,578	57,014	57,870	58,738

Table K: Employee Benefits

	2026-27	2027-28	2028-29	2029-30	2030-31
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Employee Benefits					
STRS	$289,167	$293,445	$297,787	$302,193	$306,541
OASDI	30,284	30,738	35,349	35,879	36,417
Medicare	29,035	29,466	30,874	31,332	31,788
Health and Welfare	186,764	184,348	171,642	168,520	165,301
State Unemployment	13,064	12,638	13,230	13,230	13,230
Workers' Compensation	22,027	22,354	23,422	23,769	24,115
Other Benefits	24,423	24,789	28,507	28,935	29,369
Total Benefits	**$594,763**	**$597,778**	**$600,811**	**$603,859**	**$606,762**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. SOUL's employees participate in different combinations of STRS, social security, Medicare, health insurance, workers' compensation, and retirement plans depending on position. The employer contribution for full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), is expected to remain at 19.10% per the Governor's proposed budget and remains flat for all subsequent years.

Cashflow

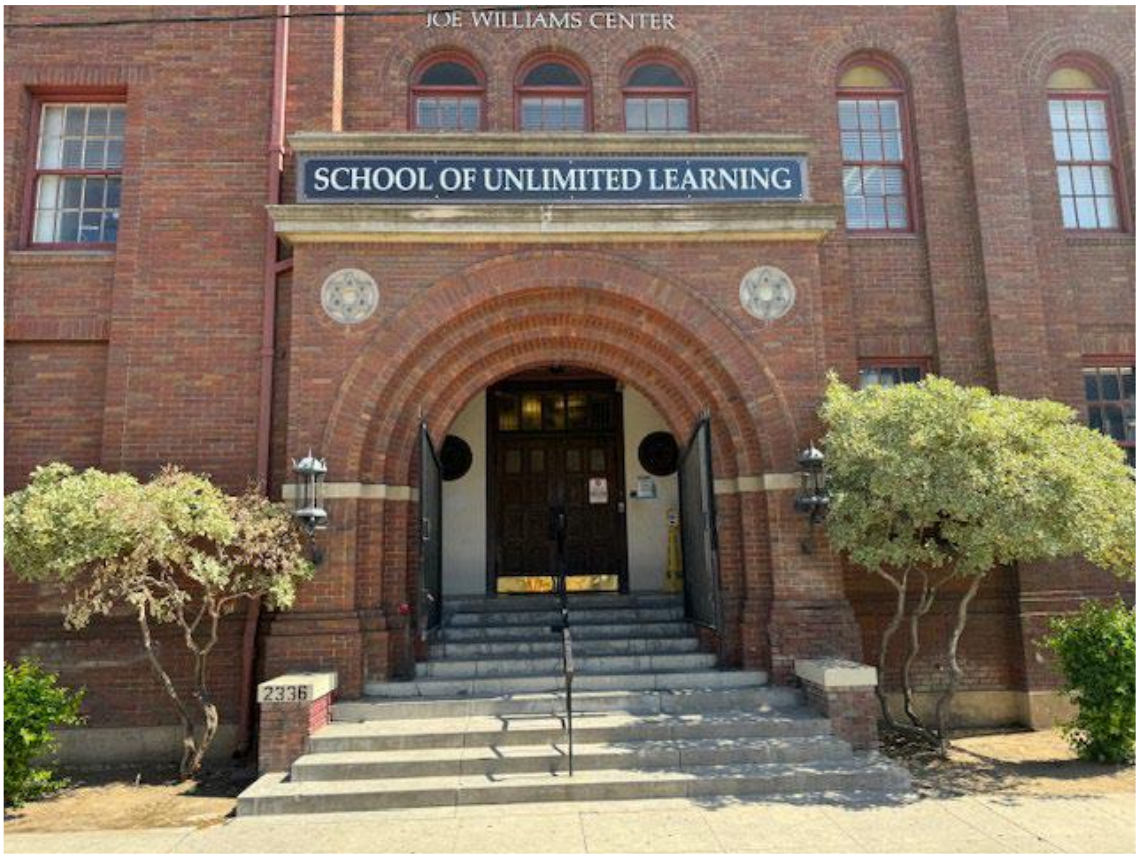
The cash balance at the end of 2026-27 through 2030-31is projected to remain the same. Revenue is based on projections as State and Federal allotments can vary.

Table L: Cashflow

	Year	Year	Year	Year	Year
	2026-27	2027-28	2028-29	2029-30	2030-31
Revenue					
State Aide Revenue Limit	3,414,970	3,540,936	3,658,272	3,776,651	3,810,743
Federal Revenues	362,615	367,703	373,218	379,086	384,185
Other State Revenues	260,818	264,609	268,578	272,607	276,819
Other Local Revenues	5,075	5,151	5,228	5,306	5,384
Total Revenue	**4,043,478**	**4,178,399**	**4,305,296**	**4,433,650**	**4,477,131**
Expenses					
Certified Salaries	1,513,965	1,536,362	1,559,092	1,582,160	1,604,926
Classified Salaries	488,451	495,778	570,145	578,697	587,377
Employee Benefits	587,580	590,596	593,628	596,676	599,579
Books & Supplies	159,436	163,081	166,814	170,637	174,317
Services, Other Operating Expenses	1,294,046	1,392,582	1,415,617	1,505,480	1,510,932
Total Expenses	**4,043,478**	**4,178,399**	**4,305,296**	**4,433,650**	**4,477,131**
Increase/(Decrease) of Net Assets	**0**	**0**	**0**	**0**	**0**
Beginning Cash Balance	2,621,065	2,621,065	2,621,065	2,621,065	2,621,065
Ending Cash Balance	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**	**2,621,065**

Fresno EOC
SOUL
Charter
High School

SOUL MULTILINGUAL LEARNERS MASTER PLAN



Revised: 2/4/2025

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ACRONYMS

CAASPP- California Assessment for Student Performance and Progress
CDE- California Department of Education
DELAC- District Multilingual Learner Advisory
Committee
DELD-Designated English Language Development
CDE- California Department of Education
Ed.G.E. Initiative- California Education for a Global Economy (ED.G.E) Initiative (proposition 58)
EL- Multilingual Learner
ELA- English Language Arts
ELAC- Multilingual Learner Advisory
Committee ELD-English Language
Development
ELP-English Language Proficiency
ELPAC-English Language Proficiency Assessments for California
EO- English Only
ESSA-Every Student Success Act
HLS- Home Language Survey
IELD - Integrated English Language Development
IEP -An Individualized Education Program (IEP) is both a process and a written document.
IFEP - Initial Fluent English Proficient
MTSS- Multi-Tiered System of Support
LCAP - Local Control Accountability Plan
LEA - Local Education Agency (District or school site)
LTEL - Long Term Multilingual Learner: 6+ years as an
EL OPL - Overall Performance Level
PD - Professional Development
PowerSchool / SIS - Student Information System (SIS)
R-LTEL - At-risk of Becoming a Long-Term Multilingual Learner
RFEP - Reclassified Fluent English Proficient
SBA - Smarter Balanced Assessment
SBB- California State Seal of Biliteracy
SECTION 504 Plan - Section 504 is a civil rights statute that requires public schools to provide educational participation, access and benefits to students with disabilities. A student is eligible for a 504 Plan under Section 504 if the student: Has a physical or mental impairment that substantially limits one or more major life activities.
SEI - Structured English Immersion
SSC - School Site Council
SSID - Statewide Student Identifier
SSR - Student Score Report
TBD - To Be Determined status
TOMS - Test Operations Management System

INTRODUCTION

The School of Unlimited Learning (SOUL) mission is to provide comprehensive learning experiences in a flexible format, thereby creating an environment that empowers students to obtain the skills, knowledge and motivation to become self-directed, life-long learners maturing towards adult self-sufficiency.

Chief Academic Officer/Principal MESSAGE

SOUL has made a commitment to ensuring that all students receive the support they need to be career and college ready. Students who are gaining mastery in English and are Multilingual language learners are an especially important part of our instructional differentiation. These include all levels of English language learners, with a focus on our Long-Term English Language Learners, and monitoring our reclassified students to ensure they are still making progress.

At SOUL, our mission *is to produce graduates who are self- sufficient, caring adults. W*e are committed to supporting our Multilingual Learners and are intentionally designing our program to support these students.

Dr. Dion Varnado

SOUL Chief Academic Officer and Principal

COMMITMENT

At SOUL we are deeply committed to the success and well-being of all our students including those who are learning English. Over 12 % of our students are identified as English Language Learners (ELs), and over 80 percent of these Multilingual Learners are Long-Term English Language Learners.

This Multilingual Learners (EL) Master Plan reflects our dedication to providing a supportive, equitable, and high-quality educational experience for every Multilingual Learner, while informing students, families, and educators of their rights, responsibilities, and available resources. The plan is aligned with the principles of the *Multilingual Learner Roadmap*, adopted by the California State Board of Education in 2017.

GUIDING PRINCIPLES

Four main principles provide the foundation to the Multilingual Learner Roadmap. They are:

✓ Guiding Principle 1

Assets-Oriented and Needs-Responsive Schools

Schools are responsive to different Multilingual Learner (El) strengths, needs, and identities and support the socio-emotional health and development of Multilingual Learners.

✓ Guiding Principle 2

Intellectual Quality of Instruction and Meaningful Access

Multilingual Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.

✓ Guiding Principle 3

Systems Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of Multilingual Learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

✓ Guiding Principle 4

Alignment and Articulation Within and Across Systems

Multilingual Learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and need in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification,

graduation, higher education, and career opportunities.

By addressing the unique challenges faced by Multilingual Learners, we aim to remove barriers to their success and help them thrive in a multilingual and multicultural environment. By focusing on accurate identification, thorough assessment, active family engagement, rigorous program monitoring, and clear accountability, we aim to provide comprehensive support that enables Multilingual Learners to succeed academically and integrate into the community.

PURPOSE

In an increasingly globalized world, the ability to communicate effectively in English is more crucial than ever. Multilingual learners face unique challenges and opportunities in their educational journeys.

The purpose of the Multilingual Learner (EL) Master Plan is to provide a strategic, comprehensive framework dedicated to the educational success and personal growth of students who are acquiring English.

This plan outlines the legal obligations for serving Multilingual Learner (EL) students, ensuring they receive equal educational opportunities as mandated by federal and state laws, court rulings, and regulations set by the California Board of Education.

The plan emphasizes key areas: identification, assessment, and placement; program options; program monitoring; professional development and accountability; reclassification and progress monitoring; and family engagement.

CHAPTER 1: STUDENT IDENTIFICATION, ASSESSMENT AND PROGRAM

A crucial first step in providing effective support is accurately identifying Multilingual Learners. The Master Plan outlines a systematic process for identifying students who need English language development services. This includes the use of standardized screening tools and language proficiency assessments to ensure that all students who require support are promptly and accurately identified.

1. Program Monitoring

Effective program monitoring is critical to ensure that educational interventions are meeting their objectives. The Master Plan includes mechanisms for continuous monitoring and evaluation of EL programs to assess their effectiveness. This involves regular reviews of program implementation, students' outcomes, and instructional practices to ensure that

programs are delivering the desired results and making necessary adjustments to improve performance.

2. Professional Development and Staffing Procedures

Accountability measures are integral to maintaining high standards and ensuring that the needs of Multilingual Learners are met. The Master Plan establishes clear accountability frameworks for educators, administrators, and support staff. This includes setting measurable goals, conducting regular performance evaluations, and ensuring compliance with relevant educational standards and policies.

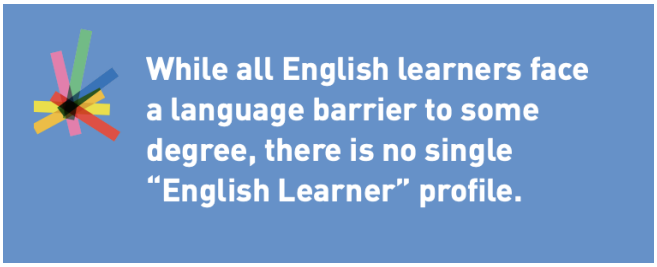
3. Testing, Reclassification, and Progress Monitoring

It describes the process by which Multilingual Learners are exited from the English Language Development program once they meet the criteria to be classified as Reclassified Fluent English Proficient (RFEP). Additionally, it outlines the protocol for administering the Summative ELPAC (English Language Proficiency Assessment of California).

4. Family Engagement

Engaging families is essential to the success of Multilingual Learners. The Master Plan emphasizes the importance of building strong partnerships with families to support students' learning. This involves providing clear communication, resources, and opportunities for parents and guardians to be actively involved in their children's education. Family engagement initiatives aim to create a supportive home environment that reinforces classroom learning.

CHAPTER 1: STUDENT IDENTIFICATION, ASSESSMENT, AND PROGRAM PLACEMENT



✓ **Guiding Principle 1**

Assets-Oriented and Needs-Responsive Schools
Schools are responsive to different Multilingual Learner (EL) strengths, needs and identifies and supports the socio-emotional health and development of Multilingual Learners.

This section outlines **SOUL's** policies and procedures for the initial identification, assessment, and placement of students. It ensures uniformity in enrollment practices, covering assessment methods, information provided to parents about program choices, and the assignment

of students to suitable programs.

Multilingual Learner: State and Federal Guidelines

SOUL adheres to federal, state, and local laws and policies to ensure the effective education of all Multilingual Learners. Below are descriptions of federal and state regulations pertaining to EL education. These descriptions were adopted from the San Diego Unified School District.

Federal Law

Constitution of the United States, Fourteenth Amendment (1868): guarantees that "...No State shall...deny to any person within its jurisdiction the equal protection of the laws."

Civil Rights Act, Title VI (1964): states that "...No person in the United States shall, on the grounds of race, color, or national origin...be denied the benefits of, or be subjected to, discrimination under any program or activity receiving Federal financial assistance."

Equal Educational Opportunities Act (1974): makes educational institutions responsible for taking the necessary steps to overcome linguistic and/or cultural barriers that keep students from equal participation in instructional programs. Specifically, "...No State shall deny equal educational opportunity to an individual on account of his/her race, color, sex or national religion, by … the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs..."

Supreme Court Decisions

In addition to the Federal laws, the following select court rulings further define the rights of Multilingual Learners:

Lau v. Nichols (1974)

In Lau v. Nichols (1974), the Supreme Court declared that equality of educational opportunity for students who do not understand English requires that they not only have access to "the same facilities, textbooks, teachers and curriculum..." but also requires that they have access to learn the English language. Regardless of other factors, the Court found that "...students who do not understand English are effectively foreclosed from any meaningful education" when their opportunities to learn are limited to exposure to instruction in a language they do not understand.

Castañeda v. Pickard (Texas, 1981)

The passage of this law means each Multilingual Learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible AND academic instruction for Multilingual Learners is designed and implemented to ensure that all Multilingual Learners have meaningful access to grade-level core content.

California Law

Former State Bilingual Education Act: AB 507

This act (1984) established specific bilingual program requirements for identification, instruction, staffing assignments, classroom composition, reclassification, and parent involvement.

CA Education for a Global Economy Initiative (Ed.G.E.) (Proposition 58).

In November 2016, California voters approved Proposition 58, also known as the CA Ed.G.E. Initiative. The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy.

The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs.

Enrollment Process:

All families enrolling a child at SOUL for the first time must complete an Enrollment Packet, which includes a Home Language Survey (HLS).

The Home Language Survey is a questionnaire given to parents or guardians that helps schools and LEAs identify which students are potential ELs and who will require an assessment of their English language proficiency (ELP) to determine whether they are eligible for language assistance services.

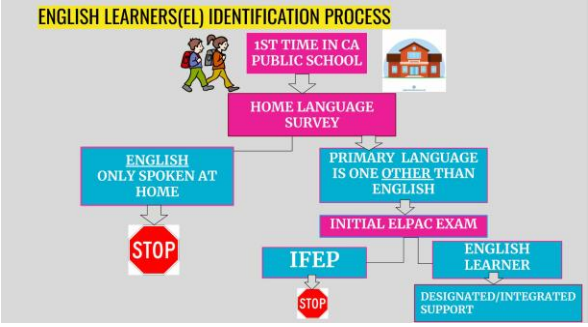
Home Language Survey Questions:

1. *What language did your student learn when he/she first began to speak?*

2. *Which language does your student most frequently use at home?*

3. *Which language is <u>most frequently</u> used by the adults (parents, guardians, any other adults) in your home?*

4. *Which language is most often spoken by adults in the home? (Parents, guardians, grandparents, or any other adults)*



If a language other than English is listed for **Questions 1, 2, or 4** on the Home Language Survey, the student will be tested with the Initial English Language Proficiency Assessment for California (ELPAC) or the Initial Alternate ELPAC within 30 days of enrollment. Per the Individualized Education Program (IEP) Team's decision, students with significant cognitive disabilities will be assessed with the Initial Alternate ELPAC. This information is essential for the school to provide adequate instructional programs and services. The English Language Development Coordinator mails Initial ELPAC notification letters to families of students identified to take the Initial ELPAC.

<u>Initial English Language Proficiency Assessment for California (ELPAC)</u>

The Initial ELPAC is used to determine whether students are classified as Multilingual Learners or Initially Fluent English Proficient (IFEP). This test evaluates students' abilities in listening, speaking, reading, and writing in English. It also provides valuable information to assist teachers in supporting students through their language acquisition and informs parents or guardians about their child's English proficiency. The Initial ELPAC covers four areas: listening, speaking, reading, and writing.

The assessment is conducted on a computer and can be administered either individually or in small groups, with the speaking portion given one-on-one by a test administrator.

<u>Initial Multilingual Learner Alternate Assessment (ELAA)</u>

The Initial Alternate ELPAC is the required state test for identifying English language proficiency in eligible students with the most significant cognitive disabilities, whose Individualized Education Program (IEP) team has designated the use of an alternate assessment for statewide summative assessments. The Initial Alternate ELPAC is computer-based and administered one-on-one by a test examiner who is familiar with the student.

Initial ELPAC Scoring and Program Placement

If a language other than English is listed for Questions 1, 2, or 4 on the Home Language Survey, the student will be tested with the Initial English Language Proficiency Assessment for California (ELPAC) or the Initial Alternate ELPAC within 30 days of enrollment. Per the Individualized Education Program (IEP) Team's decision, students with significant cognitive disabilities will be assessed with the Initial Alternate ELPAC. This information is essential for the school to provide adequate instructional programs and services. The English Language Development Coordinator will mail Initial ELPAC notification letters to families of students identified to take the Initial ELPAC.

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Placement Guide

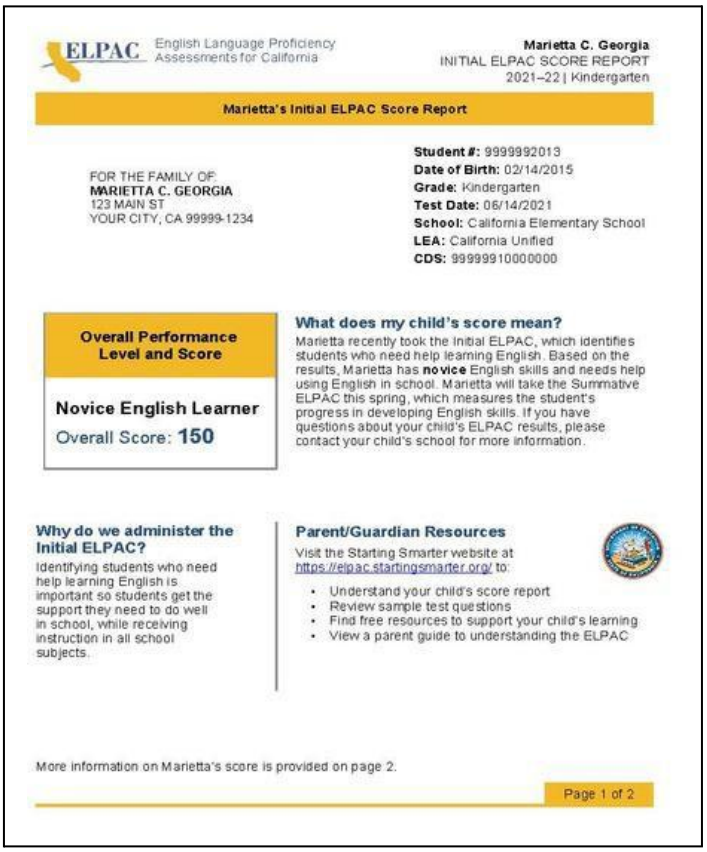
Initial ELPAC Score	
Initial Fluent English Proficient	Intermediate Multilingual Learner OR Novice Multilingual Learner
Student is placed in a Standard Instructional Program(**without** daily Designated English	Student is enrolled in Structured English Immersion (SEI) with English Language Development (ELD) support

Language Development (ELD) instruction)	

Family Notification

ELD coordinator notifies families of student's score and placement by providing Initial ELPAC SCORE NOTIFICATION letter along with the Initial ELPAC Student Score Report (SSR).

Sample Initial ELPAC Score Report (SSR)



ELPAC English Language Proficiency Assessments for California

Marietta C. Georgia
INITIAL ELPAC SCORE REPORT
2021–22 | Kindergarten

Marietta's Initial ELPAC Score Report

FOR THE FAMILY OF:
MARIETTA C. GEORGIA
123 MAIN ST
YOUR CITY, CA 99999-1234

Student #: 9999992013
Date of Birth: 02/14/2015
Grade: Kindergarten
Test Date: 06/14/2021
School: California Elementary School
LEA: California Unified
CDS: 99999910000000

Overall Performance Level and Score

Novice English Learner
Overall Score: **150**

What does my child's score mean?
Marietta recently took the Initial ELPAC, which identifies students who need help learning English. Based on the results, Marietta has **novice** English skills and needs help using English in school. Marietta will take the Summative ELPAC this spring, which measures the student's progress in developing English skills. If you have questions about your child's ELPAC results, please contact your child's school for more information.

Why do we administer the Initial ELPAC?
Identifying students who need help learning English is important so students get the support they need to do well in school, while receiving instruction in all school subjects.

Parent/Guardian Resources
Visit the Starting Smarter website at https://elpac.startingsmarter.org/ to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning
- View a parent guide to understanding the ELPAC

More information on Marietta's score is provided on page 2.

Page 1 of 2

Guiding Instruction using Initial ELPAC scores:

SOUL recognizes that "there is no single EL profile and no one-size-fits-all approach that works for everyone. We strive to create programs, curricula, and instruction that are responsive to different EL student characteristics and experiences" (CA Roadmap Principal 1).

Following the administration of the Initial ELPAC or Initial Alternate ELPAC, the ELD coordinator provides teachers with a copy of the Summary Score Report (SSR) to guide teachers in:

- Delivering a standards-based, grade-level curriculum
- Offering scaffolds and support to address the academic and language needs of multilingual learners
- Providing designated English Language Development (ELD) instruction

- Integrating ELD throughout the curriculum

CHAPTER 2: PROGRAM OPTIONS

✓ **Guiding Principle 2**

Intellectual Quality of Instruction and Meaningful Access
Multilingual Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English Proficiency.

SOUL is dedicated to engaging, educating, and empowering all students, including multilingual learners, to foster their English language development and academic achievement. We aspire for every student to be college, workforce, and life-ready.

This chapter provides a comprehensive overview of SOUL's approach to supporting Multilingual Learners (ELs) through a structured language program focusing on Principal #2 from the EL Roadmap.

Purposeful Placement

It is mandatory that each seat based EL student receives a daily class period of Designated English Language Development (ELD) and Integrated ELD instruction in all content areas until the student meets the criteria for reclassification.

Based on multiple data points, including Summative ELPAC performance levels, the ELD team (principal, counselor, SPED specialist, ELD coordinator) determines the student's ELD level.

Designated ELD: Structured English Immersion (SEI) course

At SOUL, all English Language Learners receive Designated English Language Development (ELD) instruction either through a Structured English Immersion (SEI) course or through their one-on-one personalized ELD instructional time using ListenWise.

SEI is a language acquisition program for Multilingual Learners in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for students who are learning English. Instruction is delivered by a fully credentialed teacher to all Multilingual Learners until the student is reclassified as Fluent English Proficient (RFEP).

Essential components of **Designated ELD** include:

- Direct instruction in reading skills including decoding, fluency, and comprehension.
- Direct instruction on the mechanics of English within meaningful contexts.
- Focus on extensive oral language practice to promote accuracy and fluency.
- Encouragement of applying newly learned language throughout the day in both academic and social situations.

Integrated ELD:

In Integrated ELD, California ELD standards are used in tandem with the state-adopted academic content standards (Title 5 California Code of Regulations [CCR] Section 11300[c]). Integrated ELD is embedded within and across content areas throughout the instructional day. Teachers support students at varying proficiency levels by differentiating instruction.

Additional Support for Newcomer Students:

SOUL provides the following additional support for Newcomer students who have been residing in the United States for less than 12 months and scored Novice on the Initial ELPAC Exam:

- Peer tutoring (pairing novice Multilingual Learners with Fluent English Proficient students)
- Counseling
- Community Resources Connection
- Specialized Reading Instruction
- Specialized Writing Instruction
- Academic Skills Targeted Instruction

Initial ELPAC Performance Level	**Summative ELPAC Performance Level**	**ELD Standards Proficiency Level Descriptors**	**Language Programs and Levels of support**
Level 1 Novice	**Level 1 Beginning to Develop**	**Emerging:** Student in this level typically progress very quickly, learning to use. English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language	**Designated ELD: Structured English Immersion (SEI):** Provided to all multilingual learners **Integrated ELD:** embedded in all core content areas **Level(s) of Support:** Students receive substantial-to-moderate linguistic support communicate in familiar social and academic contexts and substantial linguistic support t o communicate on less familiar tasks and topics.

<table>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Level 2
Intermediate</td><td>Level 2
Somewhat Developed</td><td rowspan="2"><u>Expanding:</u>
Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.</td><td rowspan="2"><u>Designated ELD:</u>
Structured English Immersion (SEI): Provided t o all multilingual learners
<u>Integrated ELD:</u> embedded in all core content areas

<u>Level(s) of Support</u>
Students need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-modera te support to communicate on less familiar tasks and topics</td></tr>
<tr><td>Level 3
Moderately Developed</td></tr>
<tr><td>Level 3
IFEP

Initially Fluent English Proficient</td><td>Level 4
Well Developed</td><td><u>Bridging:</u>
Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.</td><td><u>Designated ELD:</u>
Structured English Immersion (SEI):
Provided to all multilingual learners
<u>Integrated ELD:</u> embedded in all core content areas
*Level 4 students receive Designated Support until re-classified
<u>Level(s) of Support</u>
Students with Levels 3 or 4 on Summative ELPAC receive light-to- minimal linguistic support to engage in familiar social and academic contexts; they need moderate to communicate on</td></tr>
</table>

			familiar tasks and topics. ***IFEP** students **DO not** receive additional language support.

Parent/ Legal Guardian Right To Choose the Language Acquisition Program For Their Child

Parents or legal Guardians of Multilingual Learner students have the right to opt their children out of the language acquisition program. However, parents/guardians **cannot opt out** their student out of annual Summative English Language Proficiency Assessments for California (ELPAC) or decline to have the "Multilingual Learner" status assigned to their child based on the initial ELPAC test. To opt out of the language program, parents/guardians must complete **Opt-Out Waivers** with the site administrator/ELD coordinator. The opt out waivers must be completed annually until the student reclassifies.

"The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii])." Ca Roadmap.

1. COURSEWORK: Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes.

OR

2. ASSESSMENT **(CHOOSE ONE):**

- Option 1: State Assessment: Pass the California Assessment of Student Performance and Progress for English language arts administered in grade 11, at or above the "standard met" achievement level.
- Option 2: Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).
- Option 3: International Baccalaureate (IB) Assessment: Pass an English IB examination with a score of 4 or higher.
- Option 4: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

CHAPTER 3: PROGRAM MONITORING

✓ **Guiding Principle 1**

Assets-Oriented and Needs-Responsive Schools
Schools are responsive to different Multilingual Learner (EL) strengths, needs and identifies and supports the socio-emotional health and development of Multilingual Learners.

✓ **Guiding Principle 2**

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Multilingual Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English Proficiency.

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Systems Conditions that Support Effectiveness
Each level of the school system(state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of Multilingual Learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

This section explains how SOUL evaluates English Language programs. It is a responsibility of all the stakeholders to ensure that all Multilingual Learners receive effective designated and integrated support.

Local Control Accountability Plan

The Local Control and Accountability Plan (LCAP) is a critical component of California's education system designed to improve student outcomes and ensure accountability at the local level.

The Multilingual Learner (EL) goals within the Local Control and Accountability Plan (LCAP) are developed to ensure that educational agencies address the specific needs of students who are learning English. These goals are designed to improve educational outcomes for Multilingual Learners and promote their academic success.

SOUL LCAP ML Goal(s)

Goal 4 **Action 2**	■ Title: "ELs, LTELs, SPED, and Subgroups"
	■ Description: "Create systems that support and monitor Multilingual Learners (with a focus on long-term Multilingual Learners), students with special needs, and all students in need of differentiated support and instruction to make growth and access grade level instruction.
Metrics	■ Metric: "Ensure LTELs and students with special needs are making progress on individual growth plans as measured by 80% of respective subgroups making improvement on their rubric."

Guided by the Principal, the EL team—including teachers, case managers, counselor, Multilingual students coordinator, and special education teacher, dean of student support—works together with stakeholders to offer data and resources that enhance the success of Multilingual Learners (ELs). The Multilingual Students Coordinator, special education teacher and the lead counselor holds regular meetings to review and address issues related to the execution of language programs.
EL team meetings are guided by the ***SOUL LCAP Goal #1***.

Actions and Interventions to address identified student needs:

- EL data is used to inform the Local Control Accountability Plan (LCAP) to identify areas of academic need for Multilingual Learners and to provide research-based interventions within Designated ELD and Integrated ELD:
    - Tier1, Tier 2 and 3 instructional supports (e.g. differentiated instruction, scaffolding, academic vocabulary, small group instruction)
- EL data is used to inform the Multilingual Data Team of the attendance, social emotional, and academic needs to implement interventions such as:
    - parent meetings
    - home visits
    - access to connectivity devices, transportation, food bank, supplies, etc.
- EL data is used to inform all stakeholders of graduation requirements needs for Multilingual Learners and to implement:
    - Socio-emotional support
    - 1:1 meetings with case managers, EDL Coordinator and/or the lead counselor to develop graduation plan
    - Access to credit recovery program
    - Independent study contracts

Language Program Monitoring and Intervention Process

The Multilingual Learner (EL) Progress Monitoring & Intervention Tiered Process is conducted regularly throughout the year to ensure that each EL student is making adequate progress toward meeting grade-level language and content standards. If necessary, students receive extra support and targeted interventions to help them achieve proficiency.

Action Step 1: EL Team
Analyzes data to identify EL students who require extra support based on their performance in grade-level content and standards-based assessments.

Action Step 2: EL Team/ Teachers
Decide on interventions and develop a plan for these interventions.

Action Step 3: Teachers
Incorporate differentiated instructional strategies within classroom settings to address identified students' needs. Measure the progress using various types of assessments.

Action Step 4: EL Team
Re-examine data to decide on next steps: continue, discontinue, or modify interventions.
*Analyze data, *Determine root causes, *Identify, plan, implement, and record interventions.

*communicates progress to DELAC.

Systems utilized by SOUL to monitoring Multilingual Learner Status

SOUL Uses the following systems to monitor placement of Multilingual Learners, as well as students' academic and language progress.

- California Dashboard- provides detailed data and insights on how well EL students at SOUL are progressing in their language acquisition and academic achievement. The data is used to make informed decisions regarding educational strategies, targeted interventions, and professional development for Teachers.
- PowerSchool: used to manage and analyze student course placement, academic and behavioral progress through grades, reclassification reports, incident reports and attendance.
- Local Google Drive Progress Monitoring Tool: used to monitor and analyze progress of Multilingual Learners by looking at all data points collected from different measures. The analysis of individual students' progress is shared with teachers and families and serves as a guide in developing individualized student academic plan.
- NWEA: assessment data provides information on how students' progress in their language acquisition and is utilized in the decision-making process related to student's reclassification status.

Monitoring At Risk of Becoming Long-Term Multilingual Learners (AR-LTELs) and Long-Term Multilingual Learners (LTELs)

Multilingual Learners who have been enrolled in US school for more than 4 years and have not reclassified are considered At Risk of Becoming Long-Term Multilingual Learners (AR-LTELs) and students who are identified as Multilingual Learners for over 6 years are considered Long Term Multilingual Learners (LTELs).

Both **AR-LTELs** and **LTELs** receive the same support and are monitored like all Multilingual Learners.

Monitoring Students receiving Special Education Services

SOUL identifies, monitors, and supports Multilingual Learners receiving Special Education Services following the California Practitioners' Guide for Educating Multilingual Learners with Disabilities, which outlines the charter's methods and reclassification procedures in compliance with Assembly Bill 278.

Students receiving Special Education Services have the same access to ELD instruction and support as their peers who do not have IEPs. When a student qualifies for Special Education Services the IEP team decides upon linguistically and developmentally appropriate goals and objectives based on the student's needs. The student's IEP will include the goals that address English Language Development as well as accommodations and/or modifications which support access to the content areas (SBE, EL Roadmap P1E 2017).

SOUL offers a fully inclusive program for students receiving Specialized Academic Instruction (SAI) via their IEP. Within our campus, students receive their SAI during advisory time or during their personalized learning time. The EL team, including the SPED team's case manager, reviews data to provide ongoing support and oversight for Multilingual Learners receiving Special Education Services.

Multilingual Learners Documentation:

The following documents are placed in the Ed Folder (cumulative file) and/or the EL Folder for EL students:

1. Home Language Survey
2. Copy of the Initial English Language Proficiency Assessments for California (ELPAC) Student Score Report and Parent Notification letter
3. Annual Title III parent notification letter
4. Copy of the Reclassification Packet:
    a. Completed Reclassification Profile or Processed Individualized Education Plan (IEP)
    b. Recommendation for Multilingual Learner Reclassification form
    c. Signed parent/legal guardian recommendation for reclassification letter
    d. Sample of students' ELA work
    e. Summative ELPAC scores
5. Reclassification Follow-up Monitoring Review forms
6. Opt out of Multilingual Learner Programs and Services Letter/Form (if applicable)

SOUL teacher-Reflection

SOUL leadership will complete the California Multilingual Learner Roadmap teacher-Reflection Rubric to engage in dialogue, assess the current status in enacting the Multilingual Learner (EL) Roadmap Principles, and identify areas needing improvement.

CHAPTER 4: PROFESSIONAL DEVELOPMENT AND STAFFING PROCEDURES

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This section reviews professional learning opportunities provided by the SOUL to support Multilingual Learners in becoming fluent in English language and in mastering California Grade Level Standards. It will also address the certification requirements and staffing procedures for providing instruction to Multilingual Learners.

Professional Development Commitment

SOUL staff is committed to adhere to the School of Unlimited Learning mission and vision in providing instruction to all students, including EL students, by offering high-quality instruction to all students. SOUL's commitment to professional development involves a dedicated focus on continuously enhancing the skills and knowledge of teachers to improve teaching effectiveness and student outcomes.

Below is how professional development commitment is expressed at SOUL:

1. **Leadership Involvement**: Instructional leaders are actively involved in professional development efforts, modeling commitment and supporting the overall growth of their staff through ongoing *instructional* meetings, planning, and classroom observations.
2. **Ongoing Learning**: Invest in regular, high-quality coaching opportunities with the focus on instructional strategies, educational technologies, and best practices.
3. **Customized Training**: Utilize data assessment to tailor professional development to meet the specific needs of teachers and Multilingual Learner students.
4. **Collaborative Approach**: Educators engage in collaborative learning experiences such as Professional Learning Communities (PLCs), department and grade level meetings, where they share insights, strategies, and feedback. Teachers together with case managers, plan for and provide Universal Supports/Tier I instruction which includes Integrated ELD in all content areas and daily Designated ELD targeted specifically for Multilingual Learners.
5. **Support and Resources**: Provide access to necessary resources, tools, and support systems that facilitate effective implementation of new skills and knowledge. Utilize research and evidence based practices to support access to high quality, standard-based, content.
6. **Reflective Practice**: Teachers utilize 1:1 coaching, feedback, PLC and department meetings to reflect on their practices and integrate new learnings into their teaching, fostering continuous improvement.
7. **Evaluation and Feedback**: Implement observation feedback walkthroughs to assess the effectiveness of professional development programs and use feedback to make ongoing adjustments and improvements.

Professional Development

SOUL Instructional Team meets regularly to develop individual professional development plans based on the identified needs and goals that are determined for Local Control Accountability Plan.

To support teachers with professional development centered on Multilingual Learners, the Leadership Team—which includes the Principal, Vice Principal, Case managers, Dean of Student Support, and others meetings regularly. The professional development programs are customized to address the specific needs of Multilingual Learner students and are aligned with the SOUL LCAP goals.

Examples of Professional development opportunities related to ML learners including students who receive special services:

- Teachers work 1:1 with Instructional Coach(es) where they are guided and supported in creating lesson plans, developing goals, identifying instructional strategies and resources.
- Coaches will lead workshops on best practices on EL strategies and differentiation.
- ELD Coordinator and Vice Principal works closely with publishing partners such as National Geographics (EDGE), Cengage, Big Ideas, and Edgenuity to ensure the effective implementation of the core content curriculum. Publisher professional development is organized for teachers ongoing growth and those new to the curriculum.
- On-site professional development led by the principal, vice principal, MLD coordinator and coaches with the focus on the following areas:
    - ELD standards
    - Differentiation and use of support materials
    - Assessments including Language Proficiency Assessments
    - Designated ELD instruction • Integrated ELD instruction
    - Specially Designed Academic Instruction in English (SDAIE)
    - Lesson Plan Design

Adopted English Language Development Materials

ELD 1,2 - National Geographic EDGE, Fundamentals
ELD 3,4 - National Geographic EDGE, Level A

Staffing Procedures:

California statute requires that every teacher who provides instructional services to a Multilingual Learner be authorized to provide specialized instruction for those learners. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read and write in English, 3) be provided in the learners' primary language as English is acquired, or 4) be taught in a language other than English for those learners in a dual immersion program. These are more commonly referred to as English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), also referred to as 'integrated' language development, and bilingual instruction.*https://www.ctc.ca.gov/educator-prep/ela

At SOUL, at the time of hiring, Human Resources ensures that all our Teachers are appropriately credentialed to teach Multilingual Learners within their content areas. This requires them to have an ELAS authorization tied to their single subject credential. Additionally, if a Teacher is assigned to teach departmentalized ELD, also known as Structured English Immersion (SEI) at SOUL, Human Resources will ensure they have the appropriate credential of an ELA1, BCLAD or equivalent (including an emergency CLAD credential) to teach in this setting.

CHAPTER 5: TESTING, RECLASSIFICATION, AND PROGRESS MONITORING

✓ Guiding Principle 2
Intellectual Quality of Instruction and Meaningful Access Multilingual Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English Proficiency.

This chapter provides information about state and school-adapted assessments utilized by SOUL to monitor progress of English language learning in becoming English proficient. It also describes the reclassification process.

CA State Assessments:

- **Initial English Language Proficiency Assessments for California (ELPAC) and Alternate Initial English Language Proficiency Assessments for California (Summative Alternate ELPAC)**

Initial ELPAC is a state test that determines the English proficiency of students in kindergarten through grade 12 who are entering California schools for the first time and whose primary language is not English. The test is required by state and federal law to ensure that all students have access to an equal and appropriate education. The test helps identify students who may need assistance learning English so they can receive the support they need to succeed in school

Alternate Initial ELPAC is designed for students with the most significant cognitive disabilities who are potential Multilingual Learners (ELs) whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

- **Summative English Language Proficiency Assessments for California (ELPAC) Testing & Alternate English Language Proficiency Assessments for California (Summative Alternate ELPAC)**

California and federal laws mandate that local educational agencies administer a state test for English language proficiency (ELP) to eligible students from kindergarten—or the first year of a two-year kindergarten program, also known as transitional kindergarten—through grade twelve (ages 3 through 21). The Summative English Language Proficiency Assessments for California (ELPAC) are given annually to Multilingual Learner students to track their progress in learning English until they qualify for reclassification. The initial ELPAC is given to all students who enrolled in California school for the first time and indicated other languages than English on the Home Language Survey, Questions 1,2,or 4.

The **Summative Alternate ELPAC** is intended for students with the most significant cognitive disabilities who are Multilingual Learners (Summative) or potential Multilingual Learners (Initial) and have been identified as having a language other than English. This assessment evaluates a student's Receptive (Reading and Listening) and Expressive (Speaking and Writing) skills. Eligibility for the Summative Alternate ELPAC is determined and documented by the IEP team. The test is administered annually to students in grades TK-12 (ages 3 to 21).

- **ELA CAASPP Assessment**

The California Assessment of Student Performance (CAASPP), established by California Education Code (EC) sections 60640-60648.45, measures students' knowledge and skills in English Language arts/literacy (ELA), mathematics, science, and Spanish reading language arts, as well as students' progress toward college and career readiness. In High School, the CAASPP ELA/MATH assessment is administered to 11th grade students only.

School Adapted Assessments:

The school adapted assessments are administered throughout the school year to monitor students' progress both in reading, language usage, math and science.

STATE AND SCHOOL ADAPTED ASSESSMENTS			
Test Name	**Grade Level**	**Timeline**	**Guidelines**
Initial ELPAC or Alternate	9-12	July 1st-June 30th Administered throughout the year to all students who enrolled in US school for the first time and indicated other languages than English on the Home Language Survey, Questions 1,2 and/or 4.	Required by the state of CA to be administered within 30 days of students' enrollment.
Summative ELPAC or Alternate	9-12	February 1-May 31st Administered annually to all Multilingual Learners until they reclassify.	Required by the state of CA to measure students' progress in learning English
CAASPP ELA/MATH	11	Administered in Spring semester	Required by the State of CA to measure student's progress toward college and career readiness in English Language Arts and Math
NWEA (MAP) Language Usage Reading Math Science	9-12	Administered three times per year (fall, winter, spring)	Alternative assessment to measure student's progress in English development and math

Protocol for Administering the Summative ELPAC and Summative Alternate ELPAC

BEFORE TESTING

- Identify Test Examiner(s) to complete mandated Summative ELPAC or Summative Alternate ELPAC Trainings through Moodle.
- Summative Alternate ELPAC: Identify Case Manager(s) and/or Certificated Staff as Test Examiner(s) to complete the mandated Summative Alternate ELPAC Examiner Training through Moodle.
- Testing Coordinator and ELD Coordinator select appropriate Universal Tools. Designated Supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan. Universal Tools and/or Designated Supports must be assigned in the Test Operations Management System (TOMS). Refer to the California Assessment Accessibility Resources Matrix.
- Students received special education services : The Lead Counselor and/or ML Coordinator must ensure the appropriate ELPAC assessment is documented in the IEP with any support.
- Lead Counselor /ML Coordinator, and Testing Coordinator(s) attend the Assessments Services accessibility training and refer to the California Assessment Accessibility Resources Matrix or ELPAC resources to select Designated Supports, Accommodations, Unlisted Resources, and/or Domain Exemptions as appropriate and assign them in TOMS prior to testing. (Any designated supports must be documented in the IEP or 504 plan. For additional guidance, CDE Alternate ELPAC and Alternate ELPAC Accessibility and Accommodations Guidelines.
- Create testing/staffing schedule/ Approximate Summative ELPAC Testing Times:
    - Secondary Grades 6-12 - Prepare summons:
        - Group administration (Reading, Writing, Listening) - 2.5 hours
        - Speaking - one-on-one administration - 25 minutes
- Working school network, internet connection, and internet access must be configured for testing. Have student computers and headphones available. Test Examiners will require 1 computer for administering all test domains for TK-2 and Speaking one-one-one for TK-12.
- Update students' devices and ensure the secure browser is installed.

- Summative Alternate ELPAC: All students are assessed one-on-one. Depending on disability, the student may require breaks and assessment over multiple sessions. Review site logistics above regarding technology, etc.

DAY BEFORE TESTING

- TOMS ELPAC Summative Eligibility Report to use as a checklist.
- **Confirm** the students being tested are correctly assigned in TOMS.
- **Research** newly enrolled student(s) who may/may not have been previously assessed with the Summative ELPAC (contact prior school/district regarding testing and document on checklist).
- **Print** ELPAC Directions for Administration (DFAs) or Summative Alternate ELPAC Directions for Administration (DFAs).
- **Refer** to Summative Alternate ELPAC Assessment Directions for eligible students.
- **Notify** parent/guardian of Summative ELPAC or Summative Alternate ELPAC ELPAC testing.

DURING TESTING

ELPAC Coordinator/Special Education Staff/ELPAC Examiners

- Administer the Summative Alternate ELPAC to ALL currently enrolled and identified ELs with significant cognitive disabilities as documented in the IEP.
- Monitor Summative ELPAC and Summative Alternate ELPAC completion dates by running TOMS Summative Eligibility and Completion Reports on an ongoing basis.

ELPAC Coordinator

- Verify ALL identified ELs have completed the Summative ELPAC or Summative Alternate ELPAC for students with significant cognitive disabilities as documented in the IEP. (Run ELPAC Completion Report to verify) and continue to assist the school with test completion*. Compare the list with school site testing log.
- Run reports listing newly enrolled students.
- Continue to assess all ELs who have not yet taken the Summative ELPAC or the Summative Alternate ELPAC.
- Return testing materials to Assessment Services, if applicable.

Family Notifications of upcoming assessments

SOUL provides notification of upcoming assessment to families: Sample of

Initial ELPAC/Alternate Initial ELPAC family notification Sample of

Summative ELPAC/Alternate ELPAC family notification Sample of

NWEA Assessments family notification

Sample of CAASPP assessments family notification

State Assessments Score reports

Following the administration of the ELPAC and CAASPP assessments, families receive the ***Student Scores Reports*** *via mail directly provided by SOUL Civic High.*

Reclassification

Re-classification is the process whereby a student is reclassified from

Multilingual Learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Each LEA establishes a locally-approved reclassification process, including any documents used to communicate information regarding that process, in order to determine when students are eligible for RFEP status changes due to meeting each of the four criteria listed in California *Education Code* (*EC*) Section 313 (f) . Each criterion must be met by every student eligible for RFEP status.

SOUL Reclassification Criteria

CA State Required Criteria *Criterio General* (*EC* Section 313[f])	**SOUL Criteria** *Criter io de SOUL*
English Language Proficiency Assessment *Evaluación del dominio del inglés*	**ELPAC Overall Performance Level 4** *Rendimiento general del 4to nivel en el ELPAC*
Teacher Evaluation	**Completion of the Teacher Observation of Oral Language Form indicating that the student is a Fluent English speaker.** *Completar el formulario de observación del lenguaje oral por parte del docente indicando que el estudiante es un hablante fluido del idioma inglés.*
Parental Opinion and	**Parent signature of agreement based on the recommendation to reclassify the student to proficient.** *Firma del padre de familia del acuerdo basado en la recomendación de reclasificar al estudiante a competente.*
Comparison of Performance in Basic Skills *Comparación del Desempeño en habilidades básicas*	**Students must perform at a proficiency level of 220 or above on the NWEA MAP school benchmark assessments.** *Los estudiantes deben desempeñarse a un nivel de competencia de 220 o más en las evaluaciones comparativas escolares NWEA MAP.*

SPED Recommendation (if student has IEP) *Recomendación de equipo de Educación Especial (si estudiante tiene un IEP)*	**MAP Language Usage and/or MAP Reading** *Uso de lenguaje MAP y/o lectura MAP* - ≥ 10% growth over 1 academic year Crecimiento de ≥ 10% en 1 año académico **Meet ELA Goal(s) per IEP** *Cumplir metas de ELA en IEP.*

Guidelines for the reclassification of students who take ALTERNATE ELPAC

An alternative reclassification process is utilized for students with moderate to severe disabilities who take Alternate ELPAC assessments. The IEP team determines students eligibility to take ALTERNATE ELPAC assessment.

SOUL ALTERNATE Reclassification Criteria

CA State Required Criteria *Criterio General* (*EC* Section 313[f])	**SOUL Alternate Criteria** *Criterio de SOUL*
English Language Proficiency Assessment (ALTERNATE) *Evaluación del dominio del inglés*	**ELPAC Overall Performance Level 3** *Rendimiento general del 3to nivel en el ELPAC*
Teacher Evaluation *Evaluación del maestro*	**Completion of the Teacher Observation of Oral Language Form indicating that the student is a Fluent English speaker.** *Completar el formulario de observación del lenguaje oral por parte del docente indicando que el estudiante es un hablante fluido del idioma inglés.*
Parental Opinion and Consultation *Consulta y opinión de los padres*	**Parent signature of agreement based on the recommendation to reclassify the student to proficient.** *Firma del padre de familia del acuerdo basado en la recomendación de reclasificar al estudiante a competente.*

Comparison of Performance in Basic Skills *Comparación del Desempeño en habilidades básicas*	**Students must perform at a proficiency level of 200 or above on the NWEA MAP school benchmark assessments.** *Los estudiantes deben desempeñarse a un nivel de competencia de 200 o más en las evaluaciones comparativas escolares NWEA MAP.*

Reclassification Process

STEP 1:

- ELD Coordinator identifies and makes a list all the students who scored an OPL 4 on the Standard Summative ELPAC or OPL 3 on the Alternate Summative ELPAC
- ELD coordinator begins to complete Reclassification Form

STEP 2:

- ELD Coordinator checks students MAPS and/or CAASPP ELA scores
- Students who do not meet the requirements are flagged for further review
- Students who meet score requirements are moved to step 3

STEP 3 :

- ELD coordinator shares Reclassification Form of students who met step 1 and step 2 with Teachers for further analysis and Case Manager (if applicable)
- Once, Teacher signs recommendation for Reclassification Form and provides sample of student's work, student moves to step 4

STEP 4:

- ELD coordinator provides students family with Recommendation for Reclassification letter and schedules Parent Opinion and Consultation Meeting
- If all criteria has been met, the date of the Parent Opinion and Consultation Meeting is entered into PowerSchool as the student's reclassification date
- If a student does not meet one or more reclassification criteria, the reclassification process remains open until the student either meets the criteria or takes next year's Summative ELPAC, whichever comes first. ELD coordinator continues to closely monitor student's progress.

Note: Completed reclassification packet is filed in student's cumulative record

Recently Reclassified Fluent English Proficient (RFEP) progress monitoring

ELD coordinator together with the EL team is responsible for monitoring the progress of reclassified Multilingual Learners for at least four years following a student's reclassification.

The RFEP progress monitoring tool is used to collect and track data to monitor RFEP students progress throughout the school year. Supporting documentation monitoring students' progress is maintained until monitoring is complete. Forms documenting this progress are kept within the students' cumulative folder.

If the student does not make sufficient progress, the monitoring process will continue.

The following steps are undertaken by the ELD coordinator to inform student and families of the RFEP students' progress:

- Annual RFEP letter mailed to families
- If a student begins to fall behind on measures of achievement related to grade level standards, the EL Team meets to develop an intervention plan for the student
- Parent meeting is scheduled with the ELD coordinator, Teacher(s), and the student.
- The EL Team meets to develop an intervention plan for the student.

Interventions that may be provided:

- Specialized Reading Instruction
- Specialized Writing Instruction
- Integrated ELD Instruction
- Academic Skills Targeted Instruction

CHAPTER 6: FAMILY ENGAGEMENT

✓ **Guiding Principle 3**

Systems Conditions that Support Effectiveness
Each level of the school system(state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of Multilingual Learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

This chapter explains how SOUL Teachers fosters connections among parents, staff, and the community, laying the foundation for effective educational programs for Multilingual Learners through implementation of District Multilingual Learner Advisory Committee (DELAC) and Multilingual Learner Advisory Committee (ELAC).

Being a single school district, SOUL has combined the Multilingual Learner Advisory Committee (ELAC) and the District Multilingual Learner Advisory Committee (DELAC) into one committee. DELAC/ELAC meetings are held between 4-6 times each academic year. Meeting agendas are available at least 72 hours prior to the meeting. Meetings are held in both English and Spanish languages.

Multilingual Learner Advisory Committee (ELAC)

The California Department of Education (CDE) requires that California public schools with 21 or more Multilingual Learners form a Multilingual Learner Advisory Committee (ELAC).

ELAC shall be responsible for the following tasks:

- Advising the principal/ and staff in developing a site plan for Multilingual Learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the school wide needs assessment and ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District Multilingual Learner Advisory Committee (DELAC). The first elected representative from each site must be the parent/guardian of a current Multilingual Learner (not Initially Fluent English Proficient (IFEP) or Reclassified Fluent English Proficient (RFEP)) who is currently enrolled at the site they represent. DELAC representatives advise district officials on Multilingual Learner (EL) programs and services.

Composition Requirements
Parents/legal guardians of Multilingual Learners shall constitute at least the same percentage of the ELAC membership as their children represent the percentage of the student body. For example, if Multilingual Learners constitute 50% of the total school enrollment, 50% of the ELAC members must be parents of currently enrolled Multilingual Learners.
Parents of non-ELs (including RFEP, IFEP), staff, and community members may also serve on ELAC, as long as the site's EL parent/legal guardian percentage is maintained.

Elections
The parents or guardians of Multilingual Learners shall elect the parent members of ELAC. Parents or guardians of Multilingual Learners shall be provided the opportunity to vote in the election.

Training
ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

The District Multilingual Learner Advisory Committee (DELAC)

According to the California Department of Education (CDE), each California public school district with 51 or more Multilingual Learners must form a District Multilingual Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.
DELAC is made up of elected representatives from each school's Multilingual Learner Advisory Committee (ELAC), a school-based committee required if there are more than 21 Multilingual Learners at that school.

DELAC responsibilities are:

1. Development of an LEA/District master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services, that takes into consideration the SPSAs.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of LEA/District program, goals, and objectives for programs and services for ELs per the SBE adopted EL Roadmap Policy.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the Multilingual Learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP) or Learning Continuity Plan.
8. The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

RESOURCES

Office of Civil Rights/ US Department of Education

- Schools' Civil Rights Obligations to Multilingual Learner Students and Limited English Proficient Parents
- Non-Regulatory Guidance: Multilingual Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

California Department of Education

- Multilingual Learners
- Multilingual Learner Legislation
- ELA/ELD Framework
- ELD Standards
- Language Acquisition Programs
- Reclassification
- California Assessment Accessibility Resources Matrix
- CA Practitioner's Guide for Educating Multilingual Learners with Disabilities Sacramento 2019ab2785guide (PDF)
- District Multilingual Learner Advisory Committee (DELAC)
- Multilingual Learner Advisory Committee (ELAC)
- Local Continuity Plan (LCP)
- Local Control Accountability Plan (LCAP)

English Language Proficiency Assessments for California

- California Assessment Accessibility Resources Matrix
- Home
- ELPAC Resources
- Initial ELPAC Performance Level Descriptors (PLDs)
- Summative ELPAC permanence Level Descriptors (PLDs)
- Summative Alternate ELPAC Performance Level Descriptors (PLDs)

CAASPP and Smarter Balanced Assessment Consortium

- California Assessment for Student Performance and Progress
- SBA Smarter Balanced Assessment System (SBA)

Primary Language Assessment

- California Department of Education - Primary Language Assessment Resources

Multilingual Learner Designation

- Newcomers Toolkit

California Multilingual Learner Roadmap

- CA EL Roadmap Home

Assembly Bill 1012

- Grading and Course Assignment - SEC. 2. Section 51228.2

Opt-Out Information

- Decline or Opt-Out (Language Acquisition Programs)

State Seal of Biliteracy

- CDE California State Seal of Biliteracy

World Languages

- 2019 World Languages Standards and 2020 World Languages Framework
- California Education for a Global Economy (Ed.G.E.) Initiative (Proposition 58)

Resources for Students receiving Special Education services

- California Practitioners' Guide for Educating Multilingual Learners with Disabilities
- ELPAC Information Guide (*CA Dept of Education) (PDF)*
- Assembly Bill 278

San Diego Unified School District

- Multilingual Department of Education