

SOUL

SCHOOL OF UNIVERSAL LEARNING

Respectfully Submitted to
San Dieguito Union High School District
August 25, 2016

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

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Affirmations and Assurances

As the authorized lead petitioners, I, Michael Grimes, and I, Marisa Bruyneel hereby certify that the information submitted in this application for a charter of the School Of Universal Learning (SOUL), to be located within the boundaries of the San Dieguito Union High School District, is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the School Of Universal Learning:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c) (1)]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- Shall be deemed the exclusive public school employer of the employees of the School Of Universal Learning for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend The School Of Universal Learning, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, home language, or disability. [Ref. Education Code Section 47605(d) (1)]
- 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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)]
- Shall ensure that teachers in The School Of Universal Learning hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- Shall, at all times, maintain all necessary and appropriate insurance coverage.
- Will be nonsectarian in its programs, admissions policies, employment, practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]

- 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 School Of Universal Learning without completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- SOUL shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act ("EERA"). The charter school recognizes the employees' rights under the EERA provisions to organize for collective bargaining. The Director is responsible for compliance. [California Education Code Section 47605(b)(5)(O)]
- SOUL will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:
 - SOUL shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - SOUL shall comply with any jurisdictional limitations to locations of its facilities.
 - SOUL shall comply with all applicable portions of the No Child Left Behind Act.
 - SOUL shall comply with the Public Records Act.
 - SOUL shall comply with the Family Educational Rights and Privacy Act.
 - SOUL shall comply with the Ralph M. Brown Act
 - SOUL shall meet or exceed the legally required minimum of school days.
 - SOUL shall comply with all laws regarding services to students with disabilities as contained in IDEIA.

Lead Petitioner	 _____	Date	8.25.16 _____
Lead Petitioner	 _____	Date	8/25/16 _____

Founding Team

Michael Grimes- Lead Petitioner of the School Of Universal Learning

Michael received his B.S. in education and coaching from SUNY Cortland and his M.S. in Educational Administration from SUNY Albany before spending the next twelve years teaching at a variety of schools in New York, New Orleans, Arizona, and San Diego. He moved to New Orleans shortly after Hurricane Katrina where he volunteered at the Welcome Home Kitchen before working with Education Design Management to help create the philosophy, methodology, and petition for three New Orleans Charter Schools. Michael has a passion for humanity and the progression of our people, causing him to write and publish the book, "America's Awakening" in 2008. He spent the past 8 years as a lead teacher and administrator at three San Diego Charter Schools allowing him to fully experience the life changing possibilities of a holistic education program. He's now working to spread this education from a single classroom to a school and eventually, to the world's education system, through the School Of Universal Learning.

Marisa Bruyneel- Lead Petitioner of the School Of Universal Learning

Marisa Bruyneel has always identified as an educator. She received her bachelor's degree from the University of California, Berkeley and her master's degree in English Education Columbia University. Marisa has been working with students for over a decade, volunteering in different school settings, and teaching in Brooklyn, the Bronx, New York City, and California. She taught 10th grade English Language Arts for six years in New York City where she became the English Department Chair, Grade Team Leader, and was on the school's leadership team helping to grow and develop a high school from its second year of inception. While living her life's passion as a teacher, it was clear to Marisa that she was teaching in a system that all too frequently failed our children. Thus, she moved to San Diego to follow her dream of opening a charter school. Marisa furthered her knowledge of charter schools by teaching high school English Language Arts at a local San Diego charter school and annually attending Charter Schools Development Center, Leadership Update Conference. Currently, she is a Regional College Readiness Counselor working with high school students and helping them to design and execute a vision for their future. Marisa is dedicated to progressive education to ensure that students receive a superior education that is reflective of the world they currently live in. She is confident that the the School Of Universal Learning will connect adolescents to their life's passions and purpose and give them the tools needed to thrive mentally, emotionally, socially, personally, and physically.

Dr. Wendy Kaveney

Dr. Wendy Kaveney has been an educator in one form or another for the past 25 years. Her positions have ranged from being a Sales Middle Manager for a Fortune 500 Company to presenting her holistic programs in the middle school and high school arena. Wendy has been a certified instructor for *Redirecting Children's Behavior*, *Redirecting for a Cooperative Classroom*, and a certified Facilitator for *Growing the Empowered Child*. Some of Dr. Wendy's favorite teaching experiences were during the discussions in the Lunch and Learn Programs she brought into the corporate world. Wendy is the author of "Me and My Senses" children's book,

Columnist in Women's Voices Magazine, with her column titled, "Women's Wisdom" and has a blog called Wendy's Wake up Call. She is the Managing Director of Center of Love groups internationally and currently the Director of Operations at the Lotus Law Center, on the Board of Directors of Conscious Humanity Inc. and Stonehaven Homeowner's Association. Wendy's passion is to eradicate fear and anger from our children and restore them to their uniqueness, and by doing so, we will have a world of cooperation, collaboration and peace within the next generation.

Steve Smith

Steve has been a professional Media Arts Instructor since 1984, specializing in project-based entrepreneurial education. He graduated from SDSU and UCSD with degrees in Graphic Design and Career Technology Education, along with minors in English and Art History. He's credentialed in Industry/Technology Education and has an additional 45 units from California Commission Certified Teacher Credentialing Program at High Tech High Learning. Steve is a retired CEO of numerous corporate ventures and has spent the past 15 years designing, building and developing new Charter School entities including High Tech High, Innovations Academy, and Springs Charter School.

Jon Winn

Jon Winn earned his B.A. in Mathematics, with an emphasis in Secondary Education, from Keene State University. Among his many accomplishments, he has recently earned acclaim as "Masterful Teacher" by the George Lucas Educational Foundation, whose website Edutopia.org, features him for "making calculus cool." He was the advisor for the Crawford Yoga program, the school's American Civil Liberties Union and Crawford's chapter of Mu Alpha Theta (MAΘ). He was a co-founder of Champs charter school and was awarded the San Diego Unified, 2011 High School Teacher of the Year.

Mayli Levin

Mayli Levin has been a passionate advocate and activist in education since the early 1990s and has homeschooled her own daughters K-12. She wrote her Master's thesis on Math Culture along with creating extensive High School curricula across disciplines. She has taught High School Science labs for many years. She has judged, coordinated and expanded National History Day for a district that sent 22 students to County, 7 to State and 3 to Nationals. As a director she sees school growth as following a school culture based on authenticity and communication. Mayli's focus has been creating community, facilitating communication and finding creative ways to meet needs.

Chandra Dimitrievski

Chandra currently holds a Bachelor of Arts in Sociology and Applied Psychology in Education; an Education Specialist Teaching Credential, as well as a Masters in Educational Technology. Chandra is profoundly moved by what positive and supportive environments can do to give students a positive projection into their limitless future. After completing 1,000 documented hours of Yoga, Holistic Nutrition, and wellbeing, Chandra's vision of bridging the gap between

Health and Wellness and Public Education bloomed. Chandra pioneered yoga in public education in 2009 in the Encinitas Union School District. Her efforts were joined with the Sonima foundation granting the yoga program 10 million dollars to teach yoga and character education in the Encinitas elementary schools. Chandra has a total of 6 years of direct teaching as a Health and Wellness Instructor, an Instructional Aide, and Education Specialist.

Chart Summarizing Expertise of the Founding Team Member

Team Member	Curric. & Instruct. Assess.	Finance & Mgmt	Facilities	Gov. & Law	School Admin	Pupil Services	Comm. Outreach	Personnel	Fund Raising
Michael Grimes	X	X		X	X	X	X	X	
Marisa Bruyneel	X				X	X	X	X	
Wendy Kaveney		X		X			X	X	X
Jon Winn	X	X		X	X	X		X	
Chandra Dimitrievski	X					X	X		
Mayli Levin	X		X	X	X				
Steve Smith	X	X	X				X		X

Introduction

SOUL embodies a revolutionary design to schooling and represents a new paradigm of education. SOUL's model was created to ensure students exit school understanding who they are, knowing their passions and purpose, and having developed the building blocks needed to live an extraordinary life. Thus, SOUL students will graduate having achieved not only mental mastery, but life mastery as well.

At SOUL's core is our belief in addressing the whole being, extending education far beyond acquisition of knowledge. Thus, all of SOUL stems from our Holistic Program, Integra. While Integra is the root of SOUL, our foundation is based in a Conscious and Intentional Culture. This culture creates a positive environment allowing the entire community to support students in realizing their talents, gifts and skills, helping to inform their life's vision. From our foundation stems our educational program, Universal Learning, which utilizes a unique combination of project based and experiential learning. By combining these methodologies, students engage in RAREE Explorations, an innovative approach to education. Two unique branches of our education program include Developing The Entrepreneur and gaining Essential Life Skills. These elements of our program provide opportunity for our students to apply knowledge to their lives immediately and in the future.

SOUL will open in Encinitas, California, in September of 2017, serving students in grades 7 and 9. We will then grow vertically to serve grades 7, 8, 9, and 10 in 2018, and all grades, 7-12, by 2020.

The School At A Glance

While every aspect of our school has been developed to meet the needs of our current world, some of our primary focuses include:

- **Integra:** Integra serves as the foundation of our school. Integra is Latin for, entire, complete, whole. Students attend Integra 3x a day: In the morning to: Create their day (set a daily intention, meditate, reconnect etc.) Midday: for Self-Development (focus is on the five aspects of self: mental, emotional, social, physical, and personal (that contribute to self-knowledge, discovery of passions and purpose, and holistic development) End of Day: for a Reflection Session (celebrations of the day, discuss challenges, receive support, etc.)
- **Conscious Culture:** We recognize the significance that culture plays in creating a positive and inspirational environment that every member of our community desires to be a part of. Therefore, the foundation of SOUL is based on creating a conscious and intentional culture where students, teachers, and school staff honor the guiding values of mindfulness, intelligence, authenticity, and safety. We believe that by rooting these

values throughout the entire foundation, we establish a purposeful culture that permeates beyond the school. In doing so, SOUL creates a united culture, connecting the lives of our students with their families, community *and* school in a way that allows us to work harmoniously to make our mission a reality.

- **Personalized Learning:** We believe that every human is individual and unique. At the same time, we have learned that all individuals learn differently, have personalized interests and passions, and a variety of ideas and plans for life after school. We provide students with a personalized education that tailors their learning and experience to their individual passion and purpose.
- **Commitment to the Family:** We are committed to growing the FAMILY, not just the child. We seek to create a united front in which the school *and* the home support the needs of the child and *both* entities work together to achieve this. We recognize that inviting the connected family into the conversation is crucial to a student's success and overall well-being. In addition, free workshops, focused on principles for living, are frequently available and offered to family members.
- **Developing the Entrepreneur:** We will give students the skills and mentorship needed to design and create the career of their dreams. We believe in the saying, "If you don't build your dream, someone else will hire you to build theirs." With this said, we are committed to developing the mindset and skillsets necessary for students to operate and think as entrepreneurs. Whether or not they ultimately decide to run their own businesses, we give students the opportunity to develop an entrepreneurial mindset which allows them to pursue the life of their passion.
- **Truly Honoring Teachers:** An educational program is only as good as the teachers who implement it. At SOUL the teachers are our backbone. We honor teachers in accordance with this philosophy by paying them higher than average salaries and consistently celebrating the work that they do. We hope that by paying teachers closer to what they deserve and celebrating their work, we can help to change the priority our country places on teachers.

We Believe:

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

Element A: Education Program

"A description of the educational program of the school, designed, among other things, to identify those pupils whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

-California Education Code Section 47605 (b)(5)(A)(i)

(ii) "A description, for the charter school, of annual goals, 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, or the nature of the program operated, by the charter school, 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.

Our SOUL's Mission:

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

Our SOUL's Vision:

It is a universal need of humanity to learn, develop, grow and acquire the tools and skills needed to live our best lives. We believe that education serves to achieve this purpose and therefore, it is the ultimate goal of SOUL. Our education program is defined by Universal Learning, which combines experiential learning with a project based academic curriculum, that is centered in a holistic approach to education. Universal Learning is purposeful for all people of all backgrounds, at all times of their life. It is learning that is meaningful and can always be applied. Through Universal Learning, students realize their own unique talents, are guided in their process and are given the skills, tools and experiences needed to inform their life's vision. Thus, every individual is inspired and equipped to transform their dreams into reality and will make valuable, genuine contributions to our world.

We recognize the significance that culture plays in creating this vision and therefore, our foundation is based in creating a conscious and intentional culture. SOUL provides a positive environment where students, teachers, and school staff honor the guiding values of mindfulness, intelligence, authenticity, and safety. We believe that by rooting these values throughout the entire foundation, we establish a purposeful culture that permeates beyond the

school. In doing so, SOUL creates a united culture, connecting the lives of our students with their families, community *and* school in a way that allows us to work harmoniously toward making our mission a reality.

1. EDUCATIONAL PHILOSOPHY

At our core is our belief in taking a holistic approach to education. By addressing the whole being: mentally, emotionally, socially, physically, and personally, learning extends far beyond acquisition of knowledge. These are the five building blocks for which we stand and operate:

Mental Power: We develop students mentally by teaching them *how* to think, not *what* to think. As students begin to recognize how powerful their thoughts are, they gain freedom over their conscious mind, insight to their subconscious mind, and are able to alter how they experience their world.

Emotional Intelligence: We develop students emotionally by inviting them to get in touch with their emotions. We then give them the tools needed to understand and regulate their emotions, confidently express themselves, and empathize with others.

Social Skills: We develop students socially by teaching and modeling authentic relationships and healthy communication as well as celebrating individual uniqueness. Students then understand how these skillsets enhance their lives and the lives of others.

Physical Well-being: We develop students physically by integrating exercise and nutrition while encouraging them to understand the holistic side of personal health. By teaching them how mental, emotional and personal health are linked to physical health, students have a vested interest in taking care of their bodies from the inside, out.

Personal Development: We develop students personally by creating the space for them to connect with their core being. By introducing them to personal development, students gain clarity on the questions, Who am I? What is my life's purpose? and, How do I create it?

"To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world," -Parker J. Palmer in *The Courage to Teach*

2. DESCRIPTION OF EDUCATIONAL BELIEFS

a. How Learning Best Occurs

After decades of combined teaching experience, we have found that the best learning is RAREE: Relevant, Applicable, Relatable, Experiential and Engaging. We base our academic

program around this concept as we strive to make all learning at SOUL, RAREE.

At the same time, we believe that in order for RAREE learning to be as effective as possible, holistic learning needs to be present. When learning holistically, students are addressing themselves mentally, socially, emotionally, physically, and personally. This allows them to minimize the distractions that often interfere with learning. Holistic learning also helps students gain control over their mind and body, a skill that is needed for great learning to take place. Finally, holistic learning helps students gain a vision for their future. This vision generally leads to intrinsic motivation which is the final element necessary for great learning to occur.

By combining a RAREE curriculum, with holistic learning, the best learning can occur.

Other highlights of our belief towards how learning best occurs include:

- It is recognized that learning is a process. This process begins with exploring individual interests, setting goals and achieving them.
- There is freedom of choice through a diverse curriculum.
- Learning modalities are respected and integrated into daily teaching.
- Parents, students, and teachers collaborate as an educational team.
- Students are given personal attention both academically and personally.
- The learning environment is safe and supportive.
- Instruction is student centered; students are maximally involved in the learning process.
- Learning is connected to the student's personal experience.
- Learning gives students a purpose in their community. This will drive their education forward as they can see the difference it makes in their daily lives.
- Relationships in the local community are fostered. This can take the form of programs enabling students to visit nearby businesses and organizations or programs where people from these organizations come into the school to run activities.

b. An Educated Person in the 21st Century:

We at SOUL believe that an educated person in the 21st century understands oneself and the world around them so that they can live an exceptional life and make meaningful contributions to society.

We live in a world that has access to more information than we have ever had before. One can now find the answer to any question, or learn how to do most anything, in a matter of minutes. In this information age, we must ask ourselves, how we can use technology to enhance our lives? Students today must be digitally literate; they must not only know how to find the information they are looking for, but have the ability to discern the information and comprehend and apply it to their lives in a meaningful way. Because we are immersed in a technically advanced world, digital citizenship requires that students not only use technology but can use technology to understand, enhance, and connect with the world.

An educated person in the 21st century has the skills, ability and mindset of an entrepreneur. We have evolved to a time in which individuals have the unique opportunity to become an entrepreneur more so than ever before. As world renowned speaker, author, and entrepreneur Tony Robbins says, "It's not people's background or experience that makes them successful, it's their psychology, their mindset." Therefore, an educated person in the 21st century is prepared to handle life's obstacles and will have an entrepreneurial mindset with the ability to think divergently, take decisive action, problem solve, innovate, take risks, and see struggles as an opportunity for growth rather than failure. With this mindset comes the internal desire to take active control of one's education, one's life's path, and professional career.

An educated person in the 21st century is also a global citizen, a person who affects the world. While technology has literally connected people all around the world: bringing classrooms into third world countries and allowing people of all ages, races, places to connect via online social platforms, the real beauty comes with the notion that all humans are connected. As global citizens, we recognize that we cannot limit our concerns to national boundaries, that we can make decisions based on the good of everyone and that every individual has something to contribute to make our world a better place. With this said, while many speak of the need for students to gain an education that will allow them to compete in our global economy and vie for employment opportunities, we at SOUL acknowledge that an educated person in the 21st century cherishes the values of collaboration and cooperation. Instilling these qualities in our students will allow them to appreciate other countries, learn of other cultures, understand changing economies, work with others collectively, and genuinely be invested in contributing to the greater good of humanity.

Beyond entrepreneurship and global citizenship, SOUL knows that a truly educated person in our modern day world has a deep understanding of who they are, and works to develop themselves mentally, emotionally, socially, physically, and personally. As our society continues to evolve and progress, these are the aspects students must develop in order to live successfully and offer their talents to the world. They have a comprehension of their strengths and weaknesses and have gained the ability to hone their strengths and improve upon their weaknesses. Educated individuals in the 21st century have the ability to think creatively, solve problems, and discriminate between information; they can work well in groups, cultivate and maintain positive friendships, and sustain meaningful relationships. Educated people also have the ability to understand and regulate their emotions, and monitor their health, while making positive choices on each of these levels. As students possess these abilities, they get in touch with their passions, work to achieve their goals and dreams, and are able to thrive living an extraordinary life. Truly educated individuals can live in harmony with the world that surrounds them both inside and out.

This will be the true measure of education in the 21st century. These are the skills that we emphasize at SOUL. This is the type of universal education that we need as individuals, and as a society, as we move forward through the 21st century and into the future. This is the

education we offer, and pride ourselves on teaching, at SOUL.

c. Classroom Management

There are three major components to classroom management at SOUL.

The first of these is establishing high school wide expectations and values. Teacher expectations will be established by the school administration and reviewed with the staff before each school year. These expectations will help teachers experience success with their classroom management. There will also be high school wide expectations for students that will be established by the administration and staff.

On a classroom level, teachers will collaborate with their students to co-create agreements that work for everyone in the class. By giving students a voice in this process, they will have increased buy in and will be personally invested in meeting these expectations. Furthermore, having agreements in every classroom will allow us to have a united front. School wide agreements also makes it easy for students to feel safe as there is a common understanding of expectations to follow and adhere to.

Overall, we strive to create cultural cohesion so the micro culture of each classroom, mirrors the macro culture of the school and students are not code switching from room to room. As educators, we have found that this is one of the most effective classroom management tools.

The final element of the classroom management plan at SOUL is that all teachers will hold a kind and firm balance. Teachers need to be firm with the students to ensure the agreements and expectations are consistently met. We recognize that when students have structure and boundaries and teachers maintain these elements, students feel safe in their environment. If teachers do not hold firm to these agreements and expectations, then the culture will be negatively affected. At the same time, the teachers need to balance their firmness, with kindness. Kindness is a character trait that we strive for everyone at SOUL to embody. Kindness helps to create a positive, pleasant environment, where people feel good and are prompted to connect. Furthermore, when students see how much their teachers truly care, they care in return. When a teacher is both kind and firm, the relationship built between teacher and student is one of trust and respect. Without the elements of trust and respect, having strong classroom management would surely be jeopardized. Thus, mastering the kind/firm balance is an absolute essential component of classroom management at SOUL.

In general, we at SOUL are problem solvers, we strive to be proactive rather than reactive, and preventative rather than punishing. We discuss rather than get upset. We collaborate rather than isolate. There are a variety of programs that we have combined to create the classroom management approach we employ at SOUL. The highlights of these programs are listed below.

Positive Discipline

Positive Discipline is a program designed to teach young people how to become responsible, respectful and resourceful members of their communities. Based on the best selling Positive Discipline books by Dr. Jane Nelsen and co-authors Lynn Lott, Cheryl Erwin, Kate Ortolano, Mary Hughes, Mike Brock, Lisa Larson and others, it teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults (including parents, teachers, childcare providers, youth workers, and others).

Recent research tells us that children are “hardwired” from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive Discipline is based on the understanding that discipline must be taught.

Jane Nelsen gives the following criteria for “effective discipline that teaches”:

Five Criteria For Positive Discipline

1. Helps children feel a sense of connection. (Belonging and significance)
2. Is mutually respectful and encouraging. (Kind and firm at the same time.)
3. Is effective long - term. (Considers what the child is thinking, feeling, learning, and deciding about him or herself and their world – and what to do in the future to survive or to thrive.)
4. Teaches important social and life skills . (Respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community.)
5. Invites children to discover how capable they are. (Encourages the constructive use of personal power and autonomy.)

Responsive Classroom:

Teachers will read and apply the Responsive Classroom books including The First Six Weeks of School, Positive Discipline, and The Power of Our Words. Much of our holistic program will be based on these books.

The Responsive Classroom is an approach to teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and schoolwide practices for deliberately helping adolescents build academic and social-emotional competencies.

Guiding Principles

Seven principles, informed by the work of educational theorists and the experiences of practicing classroom teachers, guide the Responsive Classroom approach:

- The social curriculum is as important as the academic curriculum.

- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.

How the adults at school work together is as important as their individual competence:

- Lasting change begins with the adult community. Since 1981, thousands of classroom teachers and hundreds of schools and school districts have used the Responsive Classroom approach to help create learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using Responsive Classroom practices report increases in student learning, motivation, and responsibility, and decreases in problem behaviors.

Classroom Practices

At the heart of the Responsive Classroom approach are ten classroom practices. Although we do not require that all teachers implement each of these practices in these exact forms, they are concepts that we agree with and will adapt at SOUL:

- Morning Meeting - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- Rule Creation - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- Interactive Modeling - teaching individuals to notice and internalize expected behaviors through constant and ongoing modeling
- Positive Teacher Language - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- Logical Consequences - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- Guided Discovery - introducing classroom materials using a format that encourages independence, creativity, and responsibility
- Academic Choice - increasing student learning by allowing students teacher-structured choices in their work
- Classroom Organization - setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- Working with Families - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- Collaborative Problem Solving - using conferencing, role playing, and other strategies to

resolve problems with students

"The Responsive Classroom approach provides prime evidence that social and emotional teaching strategies, when well constructed, lead to improved classroom behavior and academic growth." — Roger Weissberg, President, Collaborative for Academic, Social, and Emotional Learning (CASEL), and Professor of Psychology and Education, University of Illinois at Chicago

Restorative Justice

Restorative justice is a revolutionary program based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to create a safe environment where learning can flourish.

"Restorative justice is a fundamental change in how you respond to rule violations and misbehavior," said Ron Claassen, a pioneer of the program and Director of Restorative Justice in Schools. "The typical response to bad behavior is punishment. Restorative justice resolves disciplinary problems in a cooperative and constructive way." If a student misbehaves and a restorative justice system is in place, the offending student is given the chance to come forward and make things right. He sits down in a circle and works together with the teacher and the affected parties to work it out. To facilitate the process, the teacher or mediator asks non-judgmental, restorative questions like, "What happened? How did it happen? What can we do to make it right?" Through their discussions, they all gain a better understanding as to what happened, why it happened and how the damage can be fixed.

All processes, programs, practices and/or activities can be restorative if they are valued based, stakeholder focused and are grounded in the three goals of community protection, competency development and accountability. To help with evaluating if an intervention is consistent with Balanced and Restorative Justice, the following questions are asked:

1. Does the process, program, practice or activity show equal concern for victims, offenders and community?
2. Does it encourage offender accountability to repair the harm caused to the victim, family and community and focus on the repair rather than on punishment?
3. Does it provide opportunities for direct and/or indirect dialogue between the stakeholders?
4. Does it encourage collaboration, power-sharing and re-integration rather than isolation or silo building?
5. Does it involve and empower the affected community to increase its capacity to recognize and respond to harm and crime for all community members?

d. How Students Become, “self motivated, competent, and lifelong learners”

We plan for every graduate of SOUL to leave the school as a self motivated, competent, lifelong learner.

We believe that the best way to develop self motivation is to find a vision for one’s future that creates passion and inspiration. By working with students to find a passion and purpose behind their life, we are helping them to obtain self motivation. This self motivation is critical to experiencing success in school and the workplace.

Intrinsic motivation is the best way for this to occur. According to USC’s, Center for Excellence in Teaching: “If extrinsic motivation comes from without, then intrinsic motivation comes from within. Intrinsically motivated learners want to learn because they are curious, they want to improve, they seek knowledge, and learning gives them satisfaction. McKeachie (1999) notes that this form of motivation nurtures and encourages the habit of lifelong learning. As students leave school, external motivators for learning, such as grades and praise, are replaced by long-term goals and less immediate rewards. Intrinsic motivation encourages us to continue learning regardless of what rewards come our way.” In order for students to become self motivated, there must be a reason behind why they are doing what they are doing. Understanding the why behind everything that is learned gives a purpose to what is done in class and, when learning has purpose, it increase one’s intrinsic motivation. As they continue to experience success -and the internal gratification that comes with doing well- the self motivation continues to grow.

We then team that intrinsic motivation with the holistic learning of Integra class to help students understand that they are in complete control of their life. When they own this fact, self motivation has been obtained.

Competence is a funny word. We don’t strive for our students to be competent, they should be outstanding and work toward achieving mastery over everything they are focused on. We strive for excellence from every student, in every activity and lesson they experience. Excellence is taught through everything we do at SOUL. It is present at all times. When we strive for students to be excellent workers, excellent problem solvers, excellent friends, helpers, thinkers, and citizens, we will ensure that every one of them will at least achieve competence and at best achieve mastery. In Bloom’s taxonomy, the bottom three levels are remembering, understanding, and applying. If students can apply the information or knowledge, we could say that they’re competent. Blooms higher levels include analyzing, evaluating, and creating, this is what we strive for.

Lifelong learning comes from giving students back the natural love for learning that they are inherently born with. When teachers make learning relevant, applicable, relatable, engaging, and experiential, students begin to remember their love for learning. Teachers can then turn students on to a variety of experiences so that all students can find what it is that they enjoy

learning best. Teachers at SOUL also teach students that they can learn through every experience they ever endure. It's often our hardest life experiences that net the greatest learning. Once these lessons have taken place, learning never ends.

3. STUDENTS TO BE SERVED

The Population of SOUL

In the first year of SOUL, we anticipate having a total of 200 students, 100 in 7th grade and 100 in 9th grade. In our second year we will have 400 students as there will be 100 students in each of our 9th and 10th grade classes, and 100 students in each of our 7th and 8th grade classes. By our 4th year, we will have classes in all grades 7-12, and anticipate a total of 600 students.

Our students will come from both urban and suburban families surrounding the northern region of San Diego County. We expect our population demographic to be comparable to that of the San Dieguito Union High School District: 50% Caucasian, 22% Hispanic, 5% African American, 20% Asian, 3% Other. We also anticipate that approximately 10% of our students will qualify for free or reduced lunch, 10% will be English Language Learners, and 12% will qualify for Special Education.

One of the defining features of SOUL is that we will address the need for a continuous bridge from elementary school to college by providing a positive community, a supportive environment, and highly qualified and passionate teachers at each level from 7th-12th grade. According to the authors of the California Dropout research program, the "transition into the high school setting at 9th grade can function to push students who have been struggling academically and/or have been disengaged for years off the path to graduation" and "mobility [moving between schools] may take a higher toll on older students, who face increasing complexity of both schoolwork and social interactions." SOUL will protect students from the struggles that accompany many school transitions by providing a unified program that blends middle and high school together into a single school environment. Such an option is currently not available within the San Dieguito Union High School District.

SOUL will provide a progressive learning environment for both middle and high school students and families looking for an exceptional education that focuses on exploratory learning, finding one's passion and purpose, developing entrepreneurial skills, and teaching to the whole child. These are general concepts that are becoming universally appreciated and honored in society, yet they're not typically found in schools. Since these concepts are a large part of our focus, we are targeting our outreach and recruitment to the San Diego community that honors mindfulness, consciousness, holistic health, and personal well-being as we intend to be the school of choice for families who understand the significance of holistic, whole body learning. With the emphasis we place on teaching the entire child, we will attract a large percent of the continually growing holistic and conscious community in and around San Diego. During our

events and outreach, we have received a remarkable response from the Encinitas community and understand how much they desire a school that teaches to the whole being. This population is currently enrolled in various school settings from their local public schools to private schools, online schools, charter schools, and home schools. While these families are fully aware of the need for this model of education, part of our outreach will include educating the general public on the benefits of a holistic education.

Due to the nature of Project Based and Experiential Learning -which allows for easily differentiated program design- SOUL will meet the needs of students who are gifted, those who have special needs, and those that are looking for an enriched program that will prepare them for college, a trade, a business, or any other choice with regard to their life after school.

SOUL will also attract families who are currently enrolled in or are considering private schools. These families want small class sizes and innovative curriculums. SOUL offers both of these. Therefore, we plan to matriculate students from the private sector back to public school, while providing students who are considering leaving public school an incentive to stay. In addition, students that are currently being homeschooled may consider our school as an alternative as we can meet their individual needs that may have not been met at their former school. We have also found that our emphasis on the whole being is popular amongst the home school community.

Another aspect of SOUL that people appreciate is the fact that we will max out at 600 students. With most of the San Dieguito Union Middle and High Schools serving between one and three thousand students, we will be a considerably smaller school. While a smaller school is definitely not for everyone, there is a population of students who need a smaller school to thrive.

Our founding team also has first hand understanding of the rapidly growing online model of education. There are over 3,000 students in the two online schools that we have worked with. While a small percentage of students in these schools are attending for viable reasons (their family continues to move, it's a supplement to their home schooling, they need to work to support their family, teenage pregnancy, or pursuit of a life dream such as acting or music), many of the students in these schools explain that they left their school because of social and emotional struggles such as bullying and an unsafe environment (see appendices for documentation of these claims). While switching to an online school eliminates these social and emotional struggles in the short term, they do nothing to solve these issues long term. SOUL will provide a safe environment that directly teaches to the social and emotional aspects of the being, helping students who have struggled in these areas to not only fix these problems in the short term, but for the extent of their lifetime. Hence, we are positioning SOUL to be the number one option in San Dieguito for students who have switched to online schools (or are considering online schooling) and are looking for a new option as they quickly acknowledge that online learning is not a solution to their social, emotional, and academic struggles.

According to the National Center for Education Statistics, in 2013-2014, nationally, 5.1% of

students attended public charter schools and 8% of students in California attended public charter schools. The data shows that each year, the number of students attending charter schools increases. This shows that there is a need for charter schools both state and nationwide. Yet, in the San Dieguito Union High School district, there are zero charter schools. With approximately 13,000 students in the SDUHSD, there needs to be 650 seats available in charter schools to meet the national average. SOUL will seat 600 students helping SDUHSD meet this need.

With SOUL targeting students in each of the public, charter, online, and home learning communities, we don't anticipate much of an effect on any one of these sectors. If we receive an equal amount of students from each of these sectors, it would be 150 students from each. Matriculating 150 students from each of these sectors is a realistic goal that would have minimal effect on each sector.

The following chart demonstrates the number of students enrolled in each of the San Dieguito Middle and High Schools in relation to the number of students enrolled at SOUL. It also includes the average class size at each of these schools.

San Dieguito Union High School District School Data in Relation to SOUL:

Name of School	Grades Served	Total Enrollment	Average Class Size (CA average=25:1)
Pacific Trails Middle School	7-8	500-1000	(unknown)
Oakcrest Middle School	7-8	928	25:1
Earl Warren Middle School	7-8	702	24:1
Diegueno Middle School	7-8	858	26:1 *higher than the CA average
Carmel Valley Middle School	7-8	1,523	27:1 *higher than the CA average
Torrey Pines High School	9-12	2,740	28:1 *higher than the CA average
San Dieguito HS Academy	9-12	1,612	25:1
La Costa Canyon	9-12	2,073	26:1 *higher than the CA average
Canyon Crest Academy	9-12	1,869	27:1

			*higher than the CA average
School Of Universal Learning (SOUL)	7-8 9-12	200 400	20-25:1 20-25:1 *potential to be lower than the CA average

According to these numbers, more than half of the SDUHSD schools, have class sizes that exceed the California average. Additionally, according to the new labor contract enacted in December of 2015, class sizes would increase at district high schools to an average of 38 students, from the current maximum of 32. This poses a struggle for teachers and students respectively. Thus, SOUL has the potential to help alleviate this issue while also ensuring that class sizes here stay small, especially for students who do not thrive in those learning conditions.

Below is a chart outlining our target enrollment for each of our first 5 years of operation.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
7th	100	100	100	100	100
8th	x	100	100	100	100
9th	100	100	100	100	100
10th	x	100	100	100	100
11th	x	x	100	100	100
12th	x	x	x	100	100
Total	200	400	500	600	600

4. CURRICULUM AND INSTRUCTIONAL DESIGN

a. Program Overview

SOUL gives students the unique opportunity to attend a school that teaches to every aspect of their being. We have created a Universal Learning approach where educational experiences are personalized to meet the interests and needs of our individual students. Universal Learning combines real life experiences and projects, with entrepreneurial explorations and professional internships, to create a unique school experience. These components are paired with a variety

of elective courses, to give students freedom, choice, and excitement in their learning. SOUL believes that in order to achieve unprecedented academic excellence, a student's educational foundation must be grounded in self-realization which allows them to freely communicate, relate to others, and apply knowledge and skills, to their life both in and out of the classroom. This is achieved through our Holistic Program that is interwoven throughout all experiences at SOUL and is at the core of Universal Learning. Universal Learning guides students towards understanding who they are and who they want to be while providing them with the skills and experiences needed to create this reality.

b. Guiding Principles

SOUL's foundation of culture combines with the 3 guiding principles of our school, **Know Who You Are, Discover Your Passion and Purpose, and Thrive Holistically**, in order to guide all members of our community to achieve both mental and life mastery. We firmly believe that whether surrounded by suburban affluence or urban poverty, it is the school's responsibility to: 1) Develop individuals that have the **mental mastery** to excel academically, think divergently, and use their mind as a tool to create their reality. 2) Develop individuals who have acquired the **life mastery** that gives them ownership of their personal and professional lives enabling them to not just survive but to thrive. Collectively, these elements of our school allow us to achieve our mission and empower every member of our community to create extraordinary lives and transform the world!

SOUL's Guiding Principles:

The School Of Universal Learning is driven by three guiding principles: Know who you are, Discover Your Passions and Purpose, and Thrive Holistically. These three principles permeate every aspect of SOUL. This is an overview of these principles and the components we have interwoven into our program to support them.

Know Who You Are:

Knowing who you are is the first guiding principle of SOUL. The word "education" is derived from the Latin word educare which means, to draw out that which lies within. At SOUL, we honor that a purposeful education is one that teaches to the self and helps students know and understand who they are. We believe that for meaningful learning to take place, individuals must first have this greater understanding of themselves. There are many ways in which this occurs. Self-reflection is part of the school culture at SOUL, as we are a place for reflective people who strive to be conscious of themselves, and aware of how their identity has been constructed. In addition to the daily learnings that occur during Integra, self-reflection is also practiced in the Presentations of Self (POS), Presentations Of Growth (POG), student led conferences, monthly reflections, and daily classes.

Self-discovery is constantly in the foreground of all learnings, lessons, and experiences.

Students are guided to acknowledge who they are and who they want to be, while discovering their individual interests, talents, and gifts. Students also develop an understanding of their personality and acknowledge their likes and dislikes, and strengths and weaknesses, and strive to improve in both of these areas.

Through project based, experiential, and holistic learning, individuals gain insights into who they are as students and lifelong learners. Students and staff work together to create an individualized road map for each student that helps them understand the academic, personal, and professional skills that they need, to live the life of their dreams.

Because learning at SOUL is so focussed on the individual, students recognize how they learn best, are aware of the areas in which they excel, can speak to the areas they need to further develop, and are more conscious of their educational interests. Essentially, students become self-directed learners who take ownership over their education.

Developing the self is at the core of our school culture and community and is directly taught three times a day in Integra class. We focus on a different element of the self each day of the week as there are Mental Power Mondays, Emotional Intelligence Tuesdays, Social Skills Wednesdays, and Physical Well-Being Thursdays, and Personal Development Fridays. This allows us to focus on improving in each of our guiding principles on a daily basis. Integra, in combination with our culture and curriculum, connects students to what they think, how they feel, and what they love. As students gain an understanding of who they are, they are better able to uncover their passions and purpose.

Discover Your Passions and Purpose:

Many individuals question what their purpose is. At SOUL, we believe that getting students in touch with their passions and purpose should be one of the primary purposes of education. It is our goal to guide students toward realizing their dreams while helping them create bridges to get there.

In addition to utilizing test results, assessments, and data, we emphasize exploration, innovation, and collaboration, to help students achieve mastery. As a result, students become intelligent, skilled individuals, who are able to identify a life path based on their true passions and purpose. We at SOUL are dedicated and fully committed to helping students find their passions and purpose so that they can pursue a life that is meaningful and fulfilling.

Throughout middle and high school, students will be exposed to an array of explorations, lessons, internships, mentors, guides, and a myriad of experiences, both inside and outside of the classroom, all of which help students gain clarity on their life and career goals. All students are given daily opportunities that allow them to develop and deepen their awareness of their passions and purpose including their academic gifts, intended profession, talents and skills, and individual interests and hobbies.

This is one of the main focuses of Integra which is really SOUL's backbone. Students have Integra every year of their SOUL career. Beginning in 10th grade, students have an opportunity to declare an "Integra Center" in which they will be mentored by their Guide and grouped with others who have like-minded interests. From 10th-12th grade, students have the unique opportunity to develop, explore, and create their passions. Instead of traditionally waiting until college, or later in life, to have first hand experience pursuing their interests (via an internship, job, career, entrepreneurship, etc.), we encourage and facilitate students to engage in these processes now to "get their feet wet." Students at SOUL are continually involved in activities based around their passions and purpose. By regularly participating in conversations and experiences based around passions and purpose, students are able to make clear, conscious, informed decisions, with regards to their post-secondary education, as well as the career path they choose to pursue.

It is important to highlight that SOUL emphasizes the power of the present time. We want our students to experience success now, to know that they can apply their skills, knowledge, strengths, and talents today. We believe that teens and young adults have the ability to make valuable, purposeful contributions to society and the world, now. We strive for our graduates to live with passion and purpose, and possess the wisdom to thrive rather than just survive.

Thrive Holistically:

Being able to thrive holistically is the third key principle of our school. We at SOUL expect our students to develop the holistic wisdom which will enable them to thrive. We see this as the foundation one needs in order to be complete and whole. This means that each student will develop mental power, emotional intelligence, social skills, physical well-being, and personal development. These are the building blocks that help one to thrive in today's world.

By being exposed to a holistic education, students learn to use their mind to achieve academic success. Because SOUL teaches students how to think, not what to think, students are challenged daily to use their mind to problem solve, think critically, analytically and divergently, and not only interpret information, but also the world around them. Students will also be given tools to regulate their emotions and find relief with thoughts and feelings that may have previously hindered their ability to concentrate and do well in school. They will also engage in creating positive and meaningful relationships, connect with their core being by answering some of life's deepest questions, understand themselves at the highest level, and focus on the importance of their physical well-being. This is the holistic program that SOUL offers that is truly transformative.

While the development of our five building blocks is a continual focus at SOUL, it is especially prevalent in our daily Integra classes. Every morning we will come together in a safe and pleasant environment to set our intentions for the day while preparing ourselves mentally, emotionally, socially, personally, and physically. By the end of the session, students will go into

their day having created an intentional day, every day.

During midday Integra, students will focus on the month's essential question in correlation to the focus of the week. Further, each day of the week has a holistic lens for which to work through: Mental Power Monday, Emotional Intelligence Tuesday, Social Skills Wednesday, Personal Development Thursday, and Physical Well-Being Friday. By dedicating one day a week to each aspect of our being, individuals will continually be improving and growing in every area, each week, and day of the school year.

At the end of each day, students return to their Integra class to reflect on their day at school, find completion with the daily processes, and prepare for the evening and the day to follow. It reminds everyone to leave the past behind, be mindful of the future, but ultimately, remain in the present.

While Integra is a major driving force of our mission to ensure students thrive holistically, our school community and culture plays an equally important role. By creating a conscious and intentional culture, we will create an environment that is safe, kind, and caring.

The academics at SOUL are also representative of our holistic program. While students engage in a rigorous and demanding curriculum, learnings are reflective of our building blocks and teachers ensure that projects and experiences speak to the whole being.

By combining our conscious and intentional culture, with our academics and daily Integra classes, we are confident that SOUL students will develop holistically and will thrive, experiencing continual success in different aspects of life. By providing exceptional education that awakens individuals to know who they are, discover their passions and purpose, and thrive holistically, SOUL individuals are able to achieve both mental and life mastery.

c. Results of our Guiding Principles:

Mental Mastery

Our three guiding principles lead to two different outcomes. The first of these outcomes is mental mastery. At the School Of Universal Learning, we define mental mastery by the following two criteria:

Students develop the mental power to be conscious thinkers by becoming more aware of their thoughts, and by recognizing that their thoughts create their reality. This means that students will gain control of their mind by realizing that they have power over their thoughts, ideas, beliefs, and focus, giving them freedom over their conscious mind, insight to their subconscious mind, and are thus given the ability to alter how they experience their world.

Students become true scholars showing intellectual genius by utilizing the academic

knowledge presented and learned, to: think critically, analytically and divergently, having the ability to be creative, problem solve, interpret, research and apply their understandings universally. Essentially, students will transform knowledge into wisdom and achieve various levels of individual mental mastery.

When individuals gain mental mastery, they take control over one of their biggest assets, their mind. There are many steps that people can take on their path to mental mastery; however, in a school setting it begins with the premise of teaching students *how* to think, not *what* to think. While schools are known to teach various skills: reading, writing, arithmetic, etcetera, recognizing thinking as an actual skill to be taught has often been taken for granted.

Developing students mentally is the first building block of our holistic program. Starting in Integra, **students develop the mental power to be conscious thinkers.** Every Monday in Integra, the lens for which we learn and understand is known as Mental Power Mondays. Consistently, students learn how to use one of their greatest tools, the mind. By having focused activities, discussions and experiences, all centered around students becoming more aware of their thoughts, and understanding how their mind works, students begin to acknowledge that their thoughts create their reality. In his second bestselling book, *Breaking the Habit of Being Yourself: How to Lose Your Mind and Create a New One*, Dr. Joe Dispenza explains that people are not doomed by their genes and hardwired to be a certain way for the rest of their lives. A new science is emerging that empowers all human beings to create the reality they choose, he says. Dr. Dispenza is convinced that your thoughts can change reality. Our perception plays a vital role in this process. In his famous book, *The Hitchhiker's Guide To The Galaxy*, Douglas Adams wrote, "Everything you see or hear or experience in any way at all is specific to you. You create a universe by perceiving it, so everything in the universe you perceive is specific to you." As a result, students come to the realization that they actually have power over their thoughts, ideas, beliefs and focus, and they work toward gaining control of their mind. Ultimately, because this is a weekly practice, a building block of our school, and a key component of our mission, students begin to have freedom over their conscious mind, understand the inner workings of the subconscious mind, and are then able to alter the way they experience their life.

It is our school's mission to provide exceptional education in which students are continuously challenged mentally. Therefore, we are dedicated to ensuring that each and every individual is able to attain academic success with the goal of achieving mental mastery. At SOUL we have taken the Common Core standards and have created a curriculum that is both innovative and rigorous. Through completion of the A-G requirements and extracurricular classes, students are regularly challenged on various levels. Because students engage in a curriculum that relates to their lives, and is relevant to the world in which they live, they are able to see the purpose behind learning what they are learning. Through project based and experienced based learning, students learn *how* to think by having to use their mental capacities to think critically, analytically, and divergently, in order to successfully complete their projects, tasks, and assignments. As a result of a mentally demanding curriculum, students gain the ability to be creative, problem solve, interpret, research, and apply their understandings universally. Thus,

learning extends far beyond the walls of the classroom. As a result of understanding how the standards are used and applied in everyday life, we guide students to master the skills that they will use throughout their life. Ultimately, students will be able to transform knowledge into wisdom and achieve various levels of individual mental mastery.

While achieving mental mastery is a focus of Integra and our academic Explorations, the school culture also serves as a driving force for our mission. We honor that culture is one of the most conducive factors for success, which is why our school's foundation rests in our culture. The SOUL community will be united by the understanding that every student is expected to succeed and that we are a community of scholars that possess intellectual genius. There is also the understanding that every individual student can and shall contribute to our world now and will go on to higher education and/or to pursue entrepreneurship enterprises. By maintaining a conscious and intentional culture that constantly reinforces our mental values, SOUL students take personal responsibility over their education and identify themselves as mental masters who are the creators of their life.

Life Mastery

The second outcome of our three guiding principles is life mastery. In guiding students towards life mastery, we develop individuals who have the life mastery that gives them ownership of their personal and professional lives. Like mental mastery, life mastery occurs in a variety of forms. One of the primary ways we achieve life mastery is through Integra.

Students will also develop life mastery through the completion of real-life, relevant Project Based and Experiential Learning. Our curriculum at SOUL is truly project and experiential based as students will continually be participating in a variety of explorations that are both multidisciplinary and life based. These explorations embody a dual focus of providing students a platform for mastery of the academic standards, while also offering a real life application of skills.

We also require that all SOUL students take a series of two "Essential Life Skills" courses. These are unique explorations that teach the life skills that are essential to everyday living that students will utilize presently and in their future. Some of the topics covered include: financial literacy, cooking, professional skills, construction skills, survival skills, and conversational skills.

Life Mastery is also acquired through the A-G requirements, Internships, Integra, and extracurricular classes. Each student will be required to complete at least two internships and at least 10 extracurricular classes before graduation. Integra Guides also work with their Center students to help guide them towards gaining the specific skills that they need for their future by setting them up with the professional internships, classes, experiences, and learnings they need for their professional career.

We believe that exposure throughout life to what adults do in the real world stimulates a desire

to master these real life skills. The components of our curriculum that incorporate this modeling are professional internships, professional experts as visitors, and rigorous Project Based Learning (PBL) and Experienced Based Learning (EBL). During professional expert visits, students interact and work with professional experts in their field of expertise. Speakers will be invited to join us every Monday afternoon for our student professional development day. In PBL, students work in teams to explore real-world problems and create final products that demonstrate what they have learned. Dr. Maxine Greene states, "Surely it is an obligation of education in a democracy to empower the young to become members of the public, to participate, and play articulate roles in the public space". Overall, through our three guiding principles that govern and drive all aspects of our school which then produce these components of mastery, we are able to achieve our mission.

5. TEACHING METHODOLOGIES

a. Universal Learning

Universal Learning is purposeful, for all people, of all backgrounds, at all times of their life. It is learning that is meaningful and can always be applied. This is the foundation of Universal Learning.

At SOUL, we combine Project Based Learning, Experienced Based Learning, and Holistic Learning, creating our Universal Learning program. In Universal Learning, real life explorations provide an overarching umbrella for learning, that allow experiences to be applied, and solidify the learnings that have occurred. In Universal Learning, our teachers facilitate projects and explorations that engage students in activities and experiences that allow students to apply their skills and intelligence. Students are encouraged to think, try, examine, debate, contemplate, explore and do. Our Universal Learning classrooms' experience constant exploration and growth.

RAREE

Teachers at SOUL strive to make every moment of class RAREE. In order for learning to be RAREE, students first need to **Relate** to the learning experience. There needs to be a correlation made between their life and their learning. Students need to understand the why behind their learning. They need to be able to relate to their learning.

Next, the learning experience needs to be **Applicable**. Students need to understand how this learning will make their life better. Lessons at SOUL can be applied to life outside of the classroom.

The third step to making education RAREE is teaching why it is **Relevant**. A relevant experience is modern, current, and appropriate for our current world. As our planet evolves and progresses, our education need to do the same.

When a teacher designs experiences that are relatable, applicable, and relevant, students are fully engaged as a result. This is the fourth part of RAREE, Engaging. In order for students to learn, they need to be engaged. We at SOUL understand the importance of engagement and therefore, expect that all teachings are relatable, applicable, and relevant, and, in return, are engaging.

The final piece of our RAREE curriculum is taking the relatable material, that is applicable to life, relevant to the world, is engaging, and provides students with an experience. We've learned that most individuals learn best when they experience the material. We at SOUL strive to provide lessons that are Experiential, giving students an opportunity to truly experience their learning, transforming knowledge into wisdom.

By structuring our educational program in this way, learning at SOUL is: Relatable, Applicable, Relevant, Engaging, and Experiential. Learning at SOUL is RAREE.

Core Curriculum

SOUL has created an educational program that combines project based and experiential based learning in a way that allows for multidisciplinary, real life learning to take place. Below are general explanations of Project Based and Experienced Based Learning. These overviews are followed by an explanation of how we at SOUL combine and utilize these two teaching methodologies.

Project Based Learning

Project Based Learning (PBL) is one of our primary methodologies at SOUL. PBL is an approach to teaching in which students explore real world questions and problems using an inquiry based approach. All explorations at SOUL utilize Project Based Learning techniques in which students work to answer an essential question or questions. These questions are often answered with the creation of a lasting and relevant final product with purpose:

In project based learning, students try to answer an essential question - one that has relevance for them - that is greater than the immediate task at hand. Students conduct integrated research using a variety of sources, from the internet to interviews with experts. Like adults trying to solve a problem, they don't restrict themselves to one discipline but delve into math, literature, history, science - whatever is appropriate to the study.

The projects at SOUL encompass both common core standards and complex life long skills. Many projects are cross curricular and often include input from more than one teacher. Students will have an integral voice as to how the projects are planned and assessed. They will be expected to create multiple drafts and use peer critique as a tool to produce their best work. Often, projects will require visiting experts, field trips, or internships where students will receive real life motivation and ideas. During projects, students may have the ability to learn at their own pace according to their individual needs and desires.

At the end of each 9 week section, SOUL holds an Exhibition Night where students, staff, teachers, parents and community are invited to attend an all school celebration and classroom showcase. During this time, students present and celebrate the learnings and projects that took place over the past 9 weeks.

Experienced Based Learning

Experience-Based Learning (EBL) is an integral piece of our methodology. At SOUL, our goal is to create and reflect on educational experiences that are enriching and lead students through explorations of their talents, wisdom, and passions. Projects provide an opportunity to go into depth on a particular interest; however, we recognize that unique and novel experiences are what often lead to powerful insights. Because of this, our educational community is geared to consciously creating opportunities for students to be fully immersed in experiences that lead to profound insights and connections. We therefore create experiences that tie interdisciplinary learning and life lessons, allowing students to fully apply their knowledge and deepen their understanding.

At SOUL, Experience Based Learning works alongside Project Based Learning to create a dynamic learning environment that makes all material RAREE.

The Essential Components of Experience-Based Learning:

For a project or lesson to be truly experiential, the following is necessary.

The Teacher's Role:

- Teachers ensure that learning experiences are relatable, applicable, relevant, engaging and experiential (RAREE)
- Teachers invite frequent opportunities for reflection (written, verbal, etc.) throughout the process
- Teachers are mindful to involve the whole being (mentally, emotionally, socially, personally and physically)
- Teachers take into account prior learning, knowledge and the experiences of their students
- Teachers establish a sense of trust, safety, respect, openness, care and concern for the well-being of all
- Teachers collaborate across disciplines to draw connections between content, to help contextualize learning and support students in their learning process both academically and emotionally
- Teachers involve parents/guardians in processes of learning

The Student's Role:

- The student is open to trying new experiences and is willing to be actively involved in the process

- The student will be able to access prior knowledge and related experiences and make connections to such
- The student is aware and notices what arises for him/her during the experience
- The student honors expectations and agreements that allow everyone to feel safe to express their emotions, feelings, reactions, experiences
- The student uses analytical skills to conceptualize and contextualize the experience
- The student reflects on the experience and his/her learning processes
- The student will be able to articulate his/her process with the given experience
- The student will exercise decision making and problem solving skills in order to use the new ideas gained from the experience
- The student will be able to apply what was learned to his/her life ¹

How SOUL utilizes Experienced Based Learning:

- Teachers structure their lesson plans around creating experiences for students within the classroom that embody the common core standards
- Students learn by having additional experiences that extend beyond the walls of the classroom
- Teachers acknowledge when students appear to be having an internal, personal experience and use this as a teachable moment to further develop students emotionally and socially
- Assessments including: experience-based projects, role playing, students as teachers (students leading lessons), service learning, internships, open-ended projects, group projects, field studies, experiments, etc.

Why Experienced Based Learning is an Essential Approach to use:

At SOUL, Experienced Based Learning is central to allowing our student population to thrive and be successful. Our students are at the center of their own learning process. While learning happens collectively and collaboratively, because each student has had their own unique experience with the material being covered, knowledge transforms to deep understanding and wisdom that is specific to each individual.

b. RAREE Explorations

SOUL will offer all A-G requirements, and teach all CCSS, through an academic program that we call RAREE Explorations. This means that what is traditionally referred to as a class, we call an exploration. We will work to have our RAREE Explorations UC approved once we receive WASC accreditation in our second year. Below is an overview of our RAREE Exploration program.

¹ Andersen, L., Boud, D., & Cohen, R. (1995). *Experience-based learning*. In G. Foley (Ed.), *Understanding adult education and training* (pp. 225-239). Sydney: Allen & Unwin.

We at SOUL have developed an educational program and curriculum that is innovative, project based, and experiential. It's a curriculum that provides real world experience and exploration. This program is carried out through our RAREE Explorations.

In our RAREE Explorations, each student will take an average of 6 explorations at a time. Each exploration will run for 9 weeks. This means that students will take an average of 12 explorations per semester and 24 explorations per year. The CCSS, and California State Standards, for every class in grades 7-12, are therefore broken out into 4 quarter long explorations.

Each quarter long exploration is worth a total of 2.5 credits. Once students complete their 4 explorations per subject, they will achieve their 10 course credits and satisfy their course requirement for the year.

Each of the English, History, Math, and Science, A-G required classes, and all electives, will be broken out into explorations that allow the students to master standards through explorations that are RAREE: relevant, applicable, relatable, exploratory, and engaging.

Below is a chart that further outlines the curriculum listed above. It is a sample outline of a possible exploration schedule for a Freshman student at SOUL for the first semester of the school year.

Weeks 1-9	Weeks 10-18
<p>Exploration Name: Utopia Subject: World History Credit: 2.5 Synopsis: Students learn the foundational structures of a variety of countries before using these concepts to create their own idealized nation. Subjects: History, English</p>	<p>Exploration Name: No Human Rights Left Behind. Subject: World History Credit: 2.5 Synopsis: Students learn the history of human rights before working to gain an understanding of the current state of human rights around the world. They use these learnings to create a plan to improve the state of a human right they feel strongest about.</p>
<p>Exploration Name: Scientific Method Subjects: Earth Science Credits: 2.5 Synopsis: Students explore the scientific method before creating and implementing an experiment that will attempt to answer a burning question. They will present all their data and findings.</p>	<p>Exploration Name: In Orbit Subjects: Earth Science Credits: 2.5 Synopsis: Students will explore the science of our solar system and rockets before working to create a rocket that will be launched into space.</p>

<p>Exploration Name: Entrepreneurial Explorations 1a Subjects: Entrepreneurial Credits: 2.5 Synopsis: Entrepreneurial Mindset and pushcart planning/development</p>	<p>Exploration Name: Entrepreneurial Explorations 1b Subjects: Entrepreneurial Credits: 2.5 Synopsis: Business Etiquette and Types of Entrepreneurs</p>
<p>Exploration Name: My Life In Writing Subjects: English Credits: 2.5 Synopsis: Students will rely on the written word in various formats to tell the significant stories of their lives that help create their identity. Students will utilize multiple genres to create a multigenre autobiography.</p>	<p>Exploration Name: Youtube Lit Subjects: English Credits: 2.5 Synopsis: Students will explore current themes and events through a variety of youtube videos before working to create their own piece of youtube lit.</p>
<p>Exploration Name: Mathematical Me Subjects: Math Credits: Algebra 2.5 Synopsis: Students will explore the math involved in their everyday life and the world that surrounds. They will gain algebraic skills and the concepts necessary to succeed in advanced courses.</p>	<p>Exploration Name: Mathematical Me 2 Subjects: Math Credits: Algebra 2.5 Synopsis: Students will explore the math involved in their everyday life and the world that surrounds. They will gain algebraic skills and the concepts necessary to succeed in advanced courses.</p>
<p>Explorations Name: Yoga Foundations Subjects: P.E. Credits: 2.5 Synopsis: Students learn basic yoga poses and techniques that helps cultivate presence by connecting movement to breath.</p>	<p>Explorations Name: The World is My Canvas Subjects: Art Credits: 2.5 Synopsis: Students create art based on a variety of skills and techniques that allow them to express how they view the world.</p>

Through the implementation of these RAREE explorations, students will have the opportunity to explore and experience each of the standards through a series of projects that are relatable, applicable, relevant, engaging and experiential which will also provide real life preparation. These projects will allow students to be creative, solve problems, research, interpret, experience, and apply their understandings universally.

We no longer see learning as year long classes but rather a series of explorations that are meaningful for the student, the school, and the community. Our explorations cover the CCSS and California State Standards, and combine problem solving, critical thinking, and real life exploration of relevant topics, questions, and issues. In our explorations, we strive to tackle real world questions and issues through 9 week projects that get to the heart of the subjects. This allows us to not only cover a broad spectrum of topics, but to go deep into each subject that we explore.

We believe that through these varied explorations, students will gain a greater understanding of the application behind the standards, lessons, and learnings, that they experience. The learnings acquired through their explorations will be directly related to real life situations. This allows students to truly work with and explore each of the standards.

The following are examples of 9 week Explorations:

<p>Exploration Explanation:</p> <p>Exploration Name: No Human Right Left Behind Subject: World History Credits: 2.5 Explanation: Students will explore the history of human rights and civil liberties, from the dawn of civilization to the modern day. Major topics will include slavery, women's rights, apartheid, and the civil right movement. Through their explorations students will develop a basic understanding of all Human Rights, both as they existed in the past, and as they exist in the present. Students will then choose the Human Right that they feel strongest about and develop a thorough understanding of the history, background, and current state of that right, before creating and implementing a plan to make an improvement to the human right on a local, state, national, or world level. As these plans are carried out data will be kept and progress will be tracked to demonstrate the effect each student creates on their chosen issue.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none">• What is the history of Human Rights?• How have human rights improved over time?• Why do we still struggle to provide all humans with their natural rights?• How can we improve the current state of human rights in our community, country, and world?
<p>Projects and Experiences:</p> <p>Students will watch the mini documentary, "What Are Human Rights?" before holding a socratic seminar working to answer the questions: What are human rights? What is the current state of human rights on our planet?</p> <p>Students will research facts and statistics on human rights in different countries. Each student will select 5 different human rights that they are interested in and compare and contrast the current state of those human rights in 5 different countries around the world. This information will be compiled into a series of essays that will be published to our class blog on human rights.</p> <p>Students will select the human right that they feel strongest about and create a campaign to raise awareness and have an effect on the current state of that human right. Student will carry out their campaign and track their success.</p>
<p>Assessments:</p> <p>The "No Human Right Left Behind" Essays will be evaluated by the student, peers, and the teacher in a 4X4 rubric. It will also be published to the world on an open blog.</p>

The students will set goals at the beginning of the activist project that they will refer back to throughout the project. They will then self assess themselves based on the strides they made in obtaining these goals.

Documentation of the project will be shared during exhibition night.

Common Core Standards:

Craft and Structure 5:

-Students analyze the structure of memoir writing

Range of Reading and Level of Text Complexity 10:

-Students learn and practice specific techniques for reading comprehension

Production and Distribution of Writing 4-6:

-Students revise, edit, and submit professional final drafts

Research to Build and Present Knowledge 7-8:

-Students research historical events that have contributed to the construction of their identity

(The following standards are California state standards as Common Core standards have not yet been created for history)

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.10 Students analyze the development of federal civil rights and voting rights.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

Holistic Development:

Mentally: Students develop an understanding of human rights. They also practice using their thoughts and their work, to create their reality.

Emotionally: Students learn of empathy and apply it in relating to those who do not have access to their universal human rights.

Socially: Students experience using human connection, social media, and organized action, to create a positive effect on the world.

Texts/Readings:

- Universal Declaration of Human Rights.
- Declaration of Independence
- Bill of Rights

- Constitution of the United States of America
- "Universal Human Rights in Theory and Practice" by Jack Donnelly.
- "I have a Dream Speech" Dr. Martin Luther King Jr.

Real World Experience:

- Student will spend a day at the International Human Rights Museum in Downtown San Diego.
- Students will document and present the project to a live audience at exhibition night.
- Students will publish and run a blog.
- Students will create and run an activist campaign.

Exploration Explanation:

Exploration Name: Math For Sale

Subject: Geometry

Credits: 2.5

Explanation:

This exploration introduces students to a brief history of geometry, geometric terms, geometric shapes, and transformation and manipulation before exposing them to the beauty of shapes through reflections, tessellations, and dilations. Students will form marketing teams to "sell" geometry by explaining key terms, demonstrating key shapes, and describing the significance of geometry to an audience.

Essential Questions:

How can you, as a team of young geometry specialists, create a presentation that combines geometric information and historical facts about geometry to explain the significance of geometry to your lives?

How does geometry influence 2-D art?

Projects and Experiences:

Selling Geometry:

This project will address the key Common Core State Standards for geometry in the following clusters:

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Prove geometric theorems.
- Make geometric constructions.

Written for the students:

Euclid, the "Father of Geomen club for interested geometry students. Euclid needed a marketing campaign to explain the importance of geometry and the basic principles. He needs a clever name for the club and an engaging marketing message to appeal to an audience who may not know how geometry is used in the real world, or why it's critical to so many areas of modern life. Fortunately, through the benefits of time travel, he can take advantage of the Internet. His goal is to market the club to

teenagers. To do this, he has invited several teams of young experts to compete for the prize of best presentation. Euclid will accept a webpage, a slide show, an eye-catching poster, or a flyer to get his message out. The presentation is up to you; it just needs to be engaging and informative. He also knows he needs to update his message. He wants a new motto to go over the entrance to the club.

Your team has been chosen to enter the competition. Your challenge is to design and present a presentation that tells young people why Euclid feels strongly about geometry, and to use specific terms, shapes, and transformations to show what geometry teaches us, why it's useful, and where it applies to the world around us. You will also create a name and motto for Euclid's new club."²

Assessments:

- Students help design language to evaluate the presentation.
- Mathematical Practices Rubric
- Presentation and Performance Rubric
- Teamwork Rubric
- Selling Geometry Rubric
- Daily Learning Log: Individual
- Daily Learning Log: Team
- Project Milestones Checklist

Common Core Standards:

Students will learn the fundamentals of geometry, as defined by Unit 1 Traditional Geometry or Unit 5 Integrated Pathways standards, and also learn to think more deeply about geometry.

G.CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it into itself.

G.CO.6. Use geometric descriptions of rigid motions to transform figures and predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G.CO.12.

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic software, etc.)

Supporting Standards

G.CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line distance along a line, and distance around a circular arc.

G.CO.2. Represent transformations in a plane using; e.g. transparencies and geometry software; describe transformations as functions that take points in the plan as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g. translation versus horizontal stretch.)

² Selling Geometry. (2014). <http://www.curriki.org/welcome/resources-curricula/curriki-geometry-course/> Retrieved from <http://www.currikigeometry.org/> on September 14, 2014.

G.CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g. graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

G.CO.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Holistic Development:

Mentally:

Learning the basics of Geometry and How to present an idea to influence the audience

Emotionally:

Understanding the emotions involved in a sales presentation and learning to acknowledge and work with these emotions

Socially:

Working in a group to present and influence an audience to the magic of geometry

Personally:

Pondering and answering the essential question: What is the significance of geometry in my life?

Physically:

Learning and applying the physical aspects of geometry in my daily life

Texts/Readings:

- Watch a video on Euclid. This is an overview of Euclid's life and work.
- Watch the video: What's the point of geometry? a clever video on the importance of geometry.
- Have students individually or in teams spend 20 minutes finding online resources for geometry, then discuss and generate questions or share observations.
- Use Cloze notes (this is an explanation of cloze notes from eHow.com) to encourage retention and understanding of videos.
- Slide show on Rigid Motions in a Plane

Real World Experience:

- Interview a Sales Consultant to learn the stages of a presentation
- Class Skype with Top Sales Executive to discuss the sales cycle and preparation of a presentation.
- Final Presentation in Board Room Meeting

Exploration Explanation:

Exploration Name: Experimenting with Experiments.

Subject: Biology

Credits: 2.5

Explanation: Students learn to understand what it is they wonder about, think about, and grapple to understand. They then use this knowledge to create an experiment that will use the scientific method to help find an answer to their question. Each experiment will create data that students will organize, analyze, and disseminate.

Essential Questions:

- What do I wonder about?
- How am I biased and what causes me to be biased?
- What is the scientific method and how can I use it to help me answer a question?
- How can I use math to share my results?

Projects and Experiences:

- Chose a topic of interest and collect information searching for possible experimental questions.
- Write a term paper and PowerPoint detailing the current research and understanding of the topic using APA format and including an annotated bibliography.
- Present research to the class to formulate a list of possible further research questions.
- Begin a process paper and scientific report
- Create an experimental question in the form of a hypothesis
- Reflect on various experiments that could answer the question
- Study types and roots of observational Bias
- Analyse data, formulate conclusion
- Students present experiments and conclusions to the class to get feedback on limitations and Suggestions for further research.
- Student prepares for Panel Interview
- Each student submits his/her experimental design and process paper for publication in the class collection

Assessments:

- 4 Peer Reviews
- Process Paper Rubric
- Number of times edited and reworked
- List of Ideas for areas of research
- List of ideas for experimental questions.
- Student Self-evaluation Satisfaction scale
- Scientific Report
- Scientist Panel Interview
- Panel of Professionals are invited in to interview to defend choice of subject, methods utilized, controls, conclusions and analysis.

Standards:

Investigation and Experimentation

- 1a. Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
- 1b. Identify and communicate sources of unavoidable experimental error.
- 1c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- 1d. Formulate explanations by using logic and evidence.
- 1f. Distinguish between hypothesis and theory as scientific terms.
- 1g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- 1j. Recognize the issues of statistical variability and the need for controlled tests.
- 1k. Recognize the cumulative nature of scientific evidence.
- 1l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- 1n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent

Holistic Development:

Mentally:

Learn the power of curiosity. How can I ask more effective questions?

Emotionally:

How are my emotions tied to my curiosities?

Socially:

How can my peers help me by seeing aspects of my research and conclusions I can not see?

Personally:

What are the ways of knowing what is true?

Physically:

How can I apply physical action to curiosity and questioning?

Texts/Readings/Resource:

- History of the Scientific Method
- The Scientific Method Made Easy for Schools
- How Knowledge is Made and Science is a Verb
- Observational Bias Article
- The Scientific Procedure Made Easy for Schools
- Receptive Fields For Central Neuron h
- Web Resource: Linked list of misconceptions about science. Misconceptions about Science
- How to Write Scientific Reports
- Example of Student Scientific Method Chart and Report
- Web based resources based on student research
- Purdue OWL APA overview and workshop

Real World Experience:

- Scientific Professionals discuss use of scientific method in occupation.
- Tour Reuben H. Fleet Science Museum and create experimental designs
- Panel of judges from scientific community come in and interview students and evaluate work.
- Publication of class scientific Research Report

Exploration Name: My Life in Writing

Subject: English 1

Credits: 2.5

Explanation: Students will rely on the written word, in various formats, to tell the significant stories from their lives that have helped to create their identity. Students will write a series of memoirs and will choose one to revise, edit, and publish to the class memoir book. Students will also utilize multiple genres of writing, art, and graphics to create a multigenre autobiography that seeks to answer the essential question, why am I me and who can I be?

Essential Questions:

Why am I me and Who can I be?

What Stories Do I Embody?

Projects and Experiences:

A Story I Embody: A Memoir Project:

- 1) A significant moment from my childhood
- 2) A family member who taught me something about life
- 3) A memorable adventure with a friend
- 4) My first experience with love
- 5) A teacher I will never forget
- 6) Who I am today?

The Stories We Embody: A Collection of Memoirs From Teen Voices

-Each student submits his/her favorite memoir for publication in the class collection

Why am I me and Who can I be?:

A multi-genre autobiography

- Narrative writing
- Journaling
- Response writing

- Free-writes
- Life Line
- In class writing
- Multi-genre writing
- Letter writing Interview · Memoir Writing
- Poetry
- Personal Essay

Assessments:

- Lifeline/Storyboard
- Autobiographical portfolio
- Multi-genre autobiography
- One page Process Narrative
- Collection of Memoirs
- Final memoir submission

Common Core Standards:

Craft and Structure 5:

Students analyze the structure of memoir writing

Range of Reading and Level of Text Complexity 10:

Students learn and practice specific techniques for reading comprehension

Text Type and Purposes 3:

Students write memoirs utilizing different literary techniques to share personal experiences

Production and Distribution of Writing 4-6:

Students revise, edit, and submit professional final drafts

Research to Build and Present Knowledge 7-8:

Students research historical events that have contributed to the construction of their identity

Range of Writing 10:

Students will engage in a variety of ongoing daily writings including shorter activities such as journaling and reflections while also working on longer, formalized, writing assignments

Holistic Development:

Mentally:

Reading and Writing a variety of literature

Emotionally:

Reflecting on their past experiences

Socially:

Working as a class to publish their final memoir collection

Personally:

Pondering and answering the essential question: Why am I me and Who can I be?

Physically:

Learning and applying the physical health associated with answering the question: Why am I me and Who can I be?

Texts/Readings:

·Self

·Memoirs:

-Youth: *Down These Mean Streets* (excerpt)

-Family: *Starting With I*: "My father, everything I don't want to be"

-Friends: *Aesops Fables*: "The Ass and His Purchasers"

-Love: *Riding in Cars with Boys: Confessions of a Bad Girl Who Makes Good* (excerpt)

-Education: "Eleven" by Sandra Cisneros

TBA:

Autobiography:

-Diary of Anne Frank

-Rousseau's *Confessions*

-Malcolm X

-Nelson Mandela

Real World Experience:

- Trip to Hay House to experience and understand the world of publishing
- Class skype with Paulo Coelho to discuss the writing and publishing process.
- Publication of "A Story I Embody: Professional Memoirs of High School Living"

c. Holistic Program

"The root of all health is in the brain. The trunk of it is in emotion. The branches and leaves are the body. The flower of health blooms when all parts work together."

- Kurdish folk Wisdom

"You must understand the whole of life, not just one little part of it. That is why you must read, that is why you must look at the skies, that is why you must sing and dance, and write poems and suffer and understand, for all that is life."

-Jiddu Krishnamurti

At SOUL's core is our Holistic Program which guides students towards understanding who they are, helps to facilitate the creation of our school community and culture, and allows students to reach their full potential. The skills, understandings, and wisdom gained through this program will directly transfer to all aspects of life.

Our goal through this holistic program is to educate the whole individual. We believe (and research confirms) that students do better in school when they are emotionally and physically healthy. Overall, holistic well-being is not only crucial to a student's learning capacity, but to his/her ability to thrive in the world.

In his article, "A Brief Introduction to Holistic Education", Ron Miller, founder of the journal, *Holistic Education Review*, explains, "Throughout the 200-year history of public schooling, a widely scattered group of critics have pointed out that the education of young human beings should involve much more than simply molding them into future workers or citizens. The Swiss humanitarian Johann Pestalozzi, the American Transcendentalists, Thoreau, Emerson and Alcott, the founders of "progressive" education – Francis Parker and John Dewey — and pioneers such as Maria Montessori and Rudolf Steiner, among others, all insisted that education should be understood as the art of cultivating the moral, emotional, physical, psychological and spiritual dimensions of the developing child. During the 1970s, an emerging body of literature in science, philosophy and cultural history provided an overarching concept to describe this way of understanding education — a perspective known as *holism*. A holistic way of thinking seeks to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities narrowly. Every child is more than a future employee; every person's intelligence and abilities are far more complex than his or her scores on standardized tests.

Holistic education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to personal values such as compassion and peace. Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning...there are many *paths of learning* and the holistic educator values them all; what is appropriate for some children and adults, in some situations, in some historical and social contexts, may not be best for others. The art of holistic education lies in its responsiveness to the diverse learning styles and needs of evolving human beings."

Therefore, we at SOUL are committed to developing the whole student: mentally, emotionally, socially, personally, and physically. These aspects of the self are what we refer to as the five building blocks of our school. By addressing the whole of an individual, we are providing the building blocks for him/her to excel educationally and holistically in life. Learning here extends far beyond mastery of knowledge. By offering a holistic program, students have the unique ability to learn in an environment that nurtures all aspects of their being. While engaging in a rigorous academic program, students are also supported and challenged to develop the different parts of the self that will ultimately enable their success in whichever career,

profession, endeavor or life circumstance they find themselves in. Students are also in charge of keeping track of their progress and development in each of these areas. Although taking a holistic approach is a central focus of ours, and is present in all facets of the school including daily instruction, Integra, the class at the heart of SOUL, serves to implement our holistic program.

d. Integra

Integra serves as the foundation of our school. Integra is Latin for, entire, complete, whole. Students attend Integra 3x a day: In the morning to: Create their day (set a daily intention, meditate, reconnect, etc.) Midday: for Self-Development (focus is on the five aspects of self: mental, emotional, social, personal, and physical (that contribute to knowing who you are, discovering your passions and purpose and thriving holistically) End of Day: for a Reflection Session (celebrations of the day, discuss challenges, receive support, etc.)

The morning Integra will be an opportunity for students to prepare themselves for the day. This can include seeking support or working through any present struggles, setting a daily intention, greeting classmates, participating in a morning share, or enjoying a morning activity. Midday Integra will consist of the daily lessons or ongoing projects that are directly tied to our 5 building blocks. The afternoon Integra will be a place for reflection, processing, summary, and completion.

Integra carries a slightly different focus for each year of school. In the middle school and freshman years, Integra is based on developing the building blocks that are needed to awaken students to their passion, potential, and purpose. This 7th-9th grade Integra curriculum has an overarching focus for each month that is broken into specific topics for each week. This allows the school to have a unified area of study (scaffolded for each grade) so that there is academic cohesion and all students are developing holistically, upholding our school's mission and vision.

The breakdown of monthly focuses and weekly topics for year one may be as follows:

September- Self Discovery- Why am I me and who can I be?

Week 1- Your Past

Week 2- Your Present- Character Traits, Likes, dislikes, interests, strengths, weaknesses

Week 3- Your Present- Morals and Values

Week 4 - Your Future- Who you see yourself becoming: goals, desires, dreams, vision board

October- Building Blocks- What are the building blocks needed in order to live my best life?

Week 1- Mental Power

Week 2- Emotional Intelligence

Week 3- Social Skills

Week 4- Personal Development

November- Building Blocks (cont.) What are the building blocks' role in achieving SOUL's mission?

Week 1- Physical Well Being

Week 2- Life Challenges

Week 3- Recap- Presentation- Summary of first 2 months of school

December- Relationships - What do my relationships reveal about me?

Week 1- Family

Week 2- Friendships

Week 3- Romantic Relationships/Sexuality

January- Technology- How can I use technology to enhance my life?

Week 1- Digital Citizenship/Digital Literacy

Week 2- Online Learning

Week 3- Research/digital information

February- Enjoyment/Happiness - How does the way I view the world affect the way I feel?

Week 1- Perspective on life

Week 2- Choices/Decision Making

Week 3- Duality

Week 4- Passions & Interests

March- The Mind- How do I create my reality?

Week 1- Meditation

Week 2- Mindfulness

Week 3- Law of Attraction

Week 4- Cause & Effect

April- Communication- How can I be an effective communicator?

Week 1- Power of Words/Public Speaking

Week 2- Listening

Week 3- Non verbal Communication/Body Language

May- Success-How do I define and achieve personal success?

Week 1- Accountability and personal responsibility

Week 2- Work Ethic

Week 3- Intrinsic Motivation

Week 4- Soul line vs the goal line

June- Completion and Celebration- What will I be celebrating?

Week 1- Reflect & Plan

Week 2- Presentations of Growth

Week 3- Completion and Celebration

In the second, third, and fourth years of High School, Integra takes a slightly different focus. With the building blocks now established, and a deeper understanding of the self obtained, students begin to pursue the life they want to live by designing their life's vision. Each Integra class still focuses on developing individuals mentally, emotionally, socially, personally, and physically, helping to develop our three guiding principles of knowing who you are, discovering your passions and purpose, and thriving holistically. However, in the upper grade Integra classes, there is an increased focus on designing students' life vision, exploring their vision, and creating their vision.

At the end of 9th grade, students will give a Presentation Of Self (see full description of POS in the following section) in which they declare which Integra Center they would like to be in. Each Center will have a primary focus related to a field of study and/or career each student is interested in exploring. Thus, by students' second year of high school, they are grouped in Integra according to interest (rather than age or grade.) Therefore, 10th, 11th and 12th grade students will be working together in Integra. Students in their second year of high school will be working on developing their life's vision, students in their third year of high school will be designing and exploring that vision and obtaining the necessary skills, while students in their fourth year of high school will be working on creating their vision in reality, essentially living that vision. Because 10th, 11th and 12th grades are all grouped together in Integra, this provides a wonderful opportunity for differentiated instruction to take place while allowing for a genuine collaboration among students. 4th year Integra students have the ability to mentor 2nd and 3rd year Integra students. Overall, everyone is working together (in their different phases of development) to make their dreams a reality.

The following is a thorough explanation of the focus for the 2nd, 3rd and 4th year of High School Integra:

HS Year 2 of Integra: The second year of Integra will focus on designing and exploring one's life vision. Now that students have an idea of who they are and who they want to be, a vision for their future needs to be solidified. Once students gain clarity on their life's vision, and a vision board has been created, students need to figure out what skills, tools, and abilities they will need to create this reality. They will interview professionals in the field, research other career possibilities and additional options that are comparable to the one they envision, visit a relatable career site, search for internships, find suitable college options, research the requirements to get into those colleges, and the courses that are required to get a degree in the field of focus. Additionally, students will reflect not only on what they want to do but who they want to be: mentally, emotionally, socially, personally, and physically. By the end of this second year, students will have designed and explored their life's vision by creating a detailed, step by step plan for creating the life they want to live.

HS Year 3 Integra: Now that they have explored their life's vision and have designed and defined it, students are now really creating this vision. During their 3rd year, students are

engaged in professional internships, are developing connections in their field of interest, are establishing mentors: by identifying and aligning themselves with people who have achieved their life's vision, and are acquiring the skills, tools and resources and implementing them to make their dreams a reality. Students in their 3rd year are now engaging in the mental, emotional, social, personally, and physical practices they want to embody.

HS Year 4 Integra: By their 4th year, students are now living their vision on a daily basis. Essentially, they have done all the work to enable them to live their vision, making it their reality. By their final year at SOUL, students could be doing any of the following: running their own business, selling their art, publishing their first book, managing their website, marketing their Youtube channel, teaching their first course, etc. For every student, the outcome will be an individual one as every person's life vision is uniquely theirs. At this time, not only are students experiencing their life by doing what they are passionate about, but they are also living a life of passion as they have gained the wisdom: mentally, emotionally, socially, personally, and physically to live extraordinary lives.

Integra Year	Focus
Middle School and HS Year 1 (Students are grouped homogeneously according to grade level)	Developing Your Building Blocks <ul style="list-style-type: none"> • Understanding the 5 building blocks, why they're important, and how they relate to one's life • Gaining an understanding of who you are mentally, emotionally, socially, personally, and physically
HS Year 2 – Integra Centers (Students are grouped heterogeneously according to interest)	Designing & Exploring Your Vision <ul style="list-style-type: none"> • Designing and defining who you want to be mentally, emotionally, socially, personally, and physically • Creating your vision board • Identifying and defining the skills, tools, and abilities needed for that vision • Visiting professional settings • Interviewing professionals in the field • Securing and beginning internships • Exploring college options, requirements, and degrees offered • Planning high school courses • Creating step by step plan to create your reality (Life Plan)

<p>HS Year 3 – Integra Centers (Students are grouped heterogeneously according to interest)</p>	<p>Creating Your Vision (In reality)</p> <ul style="list-style-type: none"> ▪ Engaging in the mental, emotional, social, personally, and physical practices you want to embody ▪ Completing professional internships ▪ Developing connections in the field ▪ Acquiring the skills, tools and resources needed ▪ Implementing & assessing progress made toward goals outlined in Life Plan (including college/progressing toward career endeavors) ▪ Revising/Updating life plan
<p>HS Year 4 – Integra Centers (Students are grouped heterogeneously according to interest)</p>	<p>Living Your Vision (Daily)</p> <ul style="list-style-type: none"> ▪ Varies from vision to vision ▪ Living as your ideal mental, emotional, social, personally, and physical self ▪ Applying to college, beginning/advancing career pursuits ▪ Creating your legacy (living your legacy)

e. Presentations of Self (POS):

At the end of 7th and 9th grade, all students will give a Presentation Of Self. All students who come to SOUL in 10th or 11th grade will also give a Presentation Of Self at the end of their first year at our school. This presentation will be an opportunity for each student to explain and demonstrate who they are mentally, emotionally, socially, personally, and physically, and who they want to become in each of these areas. Presentations Of Self will be celebrations of the people we are, and statements of the people we want to become.

The primary purpose of these presentations is to allow students to uncover the current passions they would like to pursue in their life, so we at SOUL can support them in creating this reality. During these presentations, 9th grade students will have the power to declare which Center they would like to attend for Integra.

Each Integra class will be lead by one guide (a teacher from the school) and will consist of 15-20 students. These Integra classes will be known as Integra Centers. Each Integra Center will be based around an individual focus that is a primary passion for both the adult guide and the members (students) of that particular Center.

Each center will be based on the College Career and Technical Education (CCTE) pathways. By being grouped with people of similar interests, ideas and partnerships can be created to further the pursuit of an individual’s passion. The Center will be based around topics which may include: technology, arts, athletics, media, business/entrepreneurship, humanities, math/science, and health/medical. Mentors will work with the students of their Center throughout

their high school years to help guide them towards obtaining the skills, internships, connections, and experiences needed to create the life that they dream of living.

If, at the end of a school year, a student decides that they would like to switch paths and experience a new Center better suited to his/her current interests, the student will have the ability to give a new Presentation Of Self where a new Center can be requested.

A second Presentation of Self will be given upon graduation where students will reflect back on their time at SOUL, observing the person they were when they came in, the person they are now at graduation, and the person they see themselves becoming 20 years in the future.

These culminating Presentations Of Self will serve as a final exam for SOUL students allowing them, their families, their classmates, and their teachers, to hear how they have grown, who they have become, and where they are going.

f. Presentation Of Growth (POG):

At the end of each semester (2 times a year) students will give a Presentation Of Growth. This is their opportunity to reflect on the semester as they share their successes, struggles, highlights, growth, goals, friendships, learnings and experiences. During these presentations, students will speak to each of the 5 aspects of the self: mental, social, emotional, personal, and physical. While we will track students' growth in these areas, we also require that students track their growth as well, helping them to take ownership over their learning. Presentations of Growth are essentially the final exam for each semester of Integra.

6. OUR VISION DEFINED

There are many elements of SOUL that are unique to our school. While the majority of these elements have been defined in other sections of the petition there are some that have yet to be explained. Each of these elements of SOUL are outlined below:

a. Conscious and Intentional Culture

We recognize the significance that culture plays in creating our vision and therefore, our foundation is based in creating a conscious and intentional culture. In doing so, we provide a positive environment where students, teachers, and school staff honor the values of mindfulness, intelligence, authenticity, and safety. We believe that by rooting these values throughout the foundation, we establish a purposeful culture that permeates beyond the school. This allows us to create a united culture that connects the lives of our students with their families, community *and* school in a way that allows us to work harmoniously to make our mission a reality.

There are a variety of different focuses that combine to create our culture. Some are as listed below:

School Staff: We are committed to finding exceptional individuals who are aligned with our mission and vision. This means that they are self aware, are passionate about what they do, and are thriving in their life. Furthermore, we expect all school staff to hold positive feelings towards school, resulting in a shared excitement and passion towards SOUL. The excitement and passion of the school's staff will have a direct influence on the students, parents, and all other individuals that step foot on our campus.

Celebrations of Self and Each Other: SOUL is a place of celebration. Every individual at SOUL will learn the art of humble confidence and self love. We will actively celebrate the people we have become, the learnings we have obtained, the work we have completed and the skills we have gained. These celebrations will take place in a variety of ways including but not limited to: daily celebrations of self and others, parties, presentations of self, public display of work, website shout outs, and school events.

Priority on the Positive- SOUL is a place for people to be positive. We recognize that there will be tough times for people as they work through their own personal issues. At the same time, we are committed to holding SOUL as a place of positivity. This means that we will strive to create an environment that teaches students to have a positive perspective and use positive talk about one's self and all others. We speak in the positive, focus on the positive, and strive to create positive mindsets aligned with our guiding values and principles.

Collaboration- We believe that collaboration is an incredibly helpful skill that is beneficial in most professions. We understand that collaboration helps to spark ideas, generate excitement, and promote motivation. It allows us to practice our social skills, while managing our emotions. With this said, we are committed to promoting collaboration at SOUL. Some of the primary ways that we will teach and promote collaboration include: projects that are completed in groups, Integra work, rooms open for collaboration before and after school, and students pursuing passions of joint visions. In addition, SOUL staff do not work in isolation but collaborate with one another daily. In a collaborative culture, the community is seen as a team and everyone supports each other to problem solve, design projects/lessons, and gain a greater understanding of those around them.

Integra- Integra provides an essential element of our culture as this is where we learn the skills and have the conversations that allow us to create a safe, harmonious, enjoyable environment. From students setting their daily intentions in the morning and consciously preparing for their day ahead, to reflecting and processing on their day in the afternoon, Integra guides us to create the conscious and intentional culture that we value. Integra also empowers students to find and pursue their passions and interests, a big part of SOUL's culture. We are a place where students are inspired and motivated to try, do, and create. Much of this culture is created through integra.

b. Conscious Meal Time: Lunchtime At SOUL

“Looking seriously at the school day from the perspective of caring, we see that lunchtime is usually an educational dead spot. Teachers (except those on lunch room duty) take a break from students, and students all too often take a break from everything civilized. In contrast, families that take personal responsibility for educating their children often make mealtime an important educational event. It is a time when the day’s experiences are recounted with enthusiasm or sympathy or apology; when moods are assessed; when world, community, and family affairs are discussed; when family work and vacation plans are debated; and, even, when specific information is proffered and skills demonstrated.”

–Nel Noddings, *The Challenge to Care In Schools*

At SOUL, we strive ensure that every part of the school day is conscious and intentional which also includes lunchtime. We feel that lunch time provides a great opportunity to create enriching experiences for our students centered around food. We also see lunch time as a way to reinforce our school’s culture and use this time to further develop a sense of community among students and school staff. Therefore, we see lunchtime as conscious meal time as defined:

Conscious Meal Time: A conscious and intentional time where students practice mindfulness, socialize meaningfully, process openly, take personal and collective responsibility, honor themselves nutritionally, and express gratitude, all centered around a meal they are encouraged to enjoy.

- **Mindfulness:** The first 5 minutes of lunch will be spent in silent mindfulness allowing students to get their food, sit down, reflect on their day thus far, connect with their thoughts and feelings, and be present with their food.
- **Socialization:** Mealtime is a great time to engage in meaningful conversations and discussions. Students will lead in the discussion topics and staff will facilitate this process by having constructive topics on the tables.
- **Processing:** Mealtime is a great time to allow students to process their day and discuss what is on their mind. Having the space to do so allows students to engage in their afternoon classes and be present.
- **Responsibility:** Meal time is a great time to teach personal and collective responsibility. Students will rotate having lunch duties and roles: ex. Cleaning the tables, getting napkins, facilitating conversation, time keeping, etc. Having these responsibilities will teach them ownership, responsibility, and care/pride for their school and for each other.
- **Nutrition:** Mealtime is a great time to be present with food. Physical well-being is a building block of our school and lunch time provides a wonderful opportunity for our students to pay close attention to nutrition and the food that fuels their body.
- **Gratitude:** Mealtime is a great time to practice gratitude. During conscious meal time, we invite students to acknowledge who and what they are grateful for.

During the first few weeks of school, teachers will eat with students every day to provide

modeling for conscious mealtime while helping to create the school lunch culture. After these first few weeks have been complete, there will be at least one teacher present during lunch to help facilitate the conscious mealtime practices.

c. Growing The Family

At SOUL, one of our highest priorities is our commitment to growing the family, not just the child. SOUL knows that if we are going to be an effective learning institution, we have to support our students in all areas of their lives. There is no area of greater importance for a child than his/her home life. If we are going to have a true and lasting impact on the lives of our students, we need to bridge the gap between what they experience at school and what they experience at home. Therefore, we know it is not enough to simply meet with parents/guardians a couple times a year to review their child's academic progress. While it is crucial to invite parents/guardians into the conversation, this alone is not enough. In order to reach true success, we must create unity by building bridges to the home and community which is absolutely essential to a student's overall well-being. We seek to create a united front in which the school and the home support the needs of the child as both parties will work together to achieve this goal. At SOUL, when we say that we will grow the family, we mean that our intention is to not only support the students that we serve, but support their families as well. SOUL achieves this in the following ways:

Monthly Workshops: When parents/guardians enroll their child at SOUL, they are encouraged to attend at least five of the nine monthly workshops held at SOUL. Beginning in June, SOUL will hold a roundtable conversation in which we will invite families and community members to the school to discuss their needs. In addition, parents will also fill out surveys. In response to what our families are wanting and needing, SOUL will use this information to generate our monthly workshops that will combine and be focused on areas of need, principles for living, and building bridges between the home and school. SOUL will work in partnership to have experts in the field come and offer these free, transformative workshops.

Round Table Conversations: We believe that one of the best ways to involve the community and the family in their child's education is to invite them to the school to have round table conversations in which there is an open forum to discuss their needs, concerns, questions, appreciations, etc. SOUL will have scheduled as well as impromptu round table conversations as we value the feedback we receive and want to use it to constantly improve as we develop as a school. When parents/guardians become part of this dialogue and know that their voice is being heard, they become more actively involved. SOUL will seize all opportunities to have parents/guardians present at the school and involved in our decision making process.

Bringing the Conversation Home: Because SOUL offers a holistic approach to education, everything students learn about is relevant to their lives. Therefore, students will frequently be examining the role their family has played in their life. This will require students to reflect with family members and involve them in their learning process. Bringing the educational conversation home will become a norm and families will organically become a part of the

students' learning.

Open Lines of Communication: Communication with family members takes place in a variety of ways. One form of communication that we anticipate teachers utilizing are teacher blogs that will explain projects, explorations, lessons, assignments, field trips, and all other relevant information for class. The blogs can also include pictures and highlights of what has recently occurred.

Integra teachers will be responsible for maintaining frequent contact with parents/guardians. Parents/guardians will understand that their child's Integra teacher will serve as the primary contact person enabling open lines of communication between home and school at all times.

In addition to weekly blogs we will hold student led conferences twice per year (once per semester) where students will lead their parents through a conference on their learning and holistic development. Teachers will be present for these conferences though the majority of the talking will be done by students.

On a school level, we will send out weekly emails and phone messages in addition to holding monthly coffee connections with the director.

Open Door Policy: At SOUL we have an open door policy in which parents/guardians are welcome to come to the school at any time to volunteer, sit in on classes, or participate in any manner. In fact, we encourage parents/guardians to do so. We want our parents/guardians to understand and be as much a part of the school culture as their child.

Other bi-annual formal invitations to the school include Presentations Of Growth (P.O.G.'s) where students stand in front of their peers and parents, presenting the growth, successes, and struggles they experienced over the course of the semester. During these presentations, students will also demonstrate and explain their work before taking questions from teachers, parents, and peers. We will also hold exhibition nights upon completion of explorations where students will display their learning and experiences through a showcase platform that invites, parents, friends, and community members to come see the work that has been created.

Teachers will also establish their "Late Night" where they will stay at school until at least 5:30 making themselves available to talk to parents.

Parents/Guardians As Teachers: As SOUL gets to know the parents/guardians of our students, we will learn of their strengths, careers, passions, and interests and invite/encourage them to serve as experts and possibly co-teach in the extracurricular classes offered at our school.

d. SOUL as a Community Center

SOUL's goal is for the school to serve as a community center after school and on the weekends. We will utilize our building to offer workshops, yoga and other exercise classes, art classes, cooking classes, etc. We intend for these services to be free of charge to students and parents, and will also be open to community members on a donation basis, allowing us to build the necessary bridges to unite the school with the home and community.

SOUL plans to eventually carry a full time employee who will manage the Community Center. They will schedule workshops, book classes, and create events. Many of the instructors and workers of the Community Center will be parents and other community members who have a passion, interest, or ability they would like to share with the community.

The Community Center will also be a safe, positive place for students to hang outside of school, providing an alternative to unsupervised parks and houses.

e. Personalized Learning

We can all agree that every human is individual and unique. At the same time, we have learned that all individuals learn differently, have personalized interests and passions, and a variety of ideas and plans for life after school.

We are committed to helping students create the schedule and curriculum that works best for them. Thus, personalized learning will take place in a variety of ways:

- We offer an array of extracurricular classes ranging from art and athletics, to music, theatre and coding. Students are able to take as many of our extracurricular classes as they would like.
- Each of our classrooms utilize a project based curriculum that offers the freedom, choice, and flexibility, needed for students to complete explorations that inspire them.
- Each student has a personal guide that works with him/her to create his/her class schedule, select internships, and pursue his/her passion.

Through application of the techniques and strategies listed above, students at SOUL will receive a personalized education tailored to their learning styles, desires, and life passion.

f. Integra Case Study of a Mock SOUL Student:

Because Integra is such a fundamental aspect of SOUL, we felt it important to highlight the trajectory of how Integra serves to develop students holistically. Thus, we have included a case study of a mock SOUL student to show how Integra is scaffolded and how students can progress mentally, emotionally, socially, personally, and physically as well as how their passions, career interests, and endeavors (both present and future) will develop.

This is the case study of "Forest":

Forest entered SOUL in 9th grade. At the time, he could best be described as a naturally skilled individual, who typically floated through the academic elements of school. He had several hidden talents, held a few friendships, remained fairly even keeled emotionally, yet had no awareness of his personal self and exhibited a general lack of physical health and fitness. Although Forest always did fine in school, he never found a motivation or inspiration that encouraged him to excel. He had no vision for his future, or goals for his day to day life. He simply existed and identified simply as being a 9th grade student. When asked what he wanted to do with his life, Forest would respond, "I don't know". If further pressed, he would share his interest in video games, creative writing, and going on trips or vacations.

Before completing his 9th grade year and after exploring himself through each of SOUL's 5 building blocks within the Integra curriculum, Forest shared the following breakthroughs at his end of year Presentation Of Self:

Mentally: Forest explained that he has a skill for creative thinking and problem solving. He is primarily right brained and a visual learner who also has strengths with learning orally and working independently. He learned that his favorite explorations were English focused, primarily because of his growing interest in reading, writing and storytelling. He explained that most of the explorations he took interested him as he was able to understand the concepts and skills being taught, especially liking how they were done in a project based or experiential setting. However, he explained that memorization of some required details was frustrating and is definitely an area of weakness. He listed memorization as an area he would like to improve the following year.

Emotionally: Forest explained that Integra helped him to acknowledge that he has pushed the majority of past life events into the background, failing to fully feel and experience the emotions inside. He had never received any concrete tools for dealing with his emotions causing him to "push them under the rug". He explained that Integra helped him to begin confronting his emotions from the past, the biggest of these being the separation and then divorce of his parents. Throughout his first year of Integra, Forest came to peace with the fact that the divorce was the best thing for both of his parents. He explained that he is now learning to look at his major life events with an understanding that they are happening for a reason. He also stated that the tools of EFT (emotional freedom technique-tapping) and journaling are helping him deal with both major life events and simple problems that he used to ignore.

Socially: Forest explained that he has always had a few friendships but he is now learning that they have been surface level friendships that are often temporary. This came from a variety of sources, some of which include his struggle to acknowledge his feelings and emotions, his bossy tendencies and need to control, and a difficulty around working within the flow of others. He also learned that he was blaming his father for the divorce causing distance between the two of them and causing a lack of trust in adult males, often hurting his relationship with male teachers. He also learned that he is an introvert who often likes to be alone making some social

settings hard for him to deal with. He explained that as he moves forward he would like to improve in his ability to work with others without being in control or bossing others around. He is also working on creating deeper, lasting relationships, and repairing his relationship with his father and other adult males.

Personally: Because Forest is so introverted he has naturally asked himself many of life's deepest questions. Although he had never defined himself as being spiritual he had always thought about himself and his place in the world. Through Integra, he explained that he now recognized how important it is to continue developing this element of his being, helping to improve all areas of his life. He has identified, meditation, yoga, and journaling as personal practices he identifies with as they help him to release his emotions and stay connected with himself and the world around him. Forest also stated that he always thought yoga was for girls, making him surprised to find that it was a practice he enjoyed.

Physically: Forest had been spending a lot of time after school playing video games as he was attracted to their storylines and challenges. Although he did enjoy playing outside as a kid this is a practice that he had gotten away from. He had never paid much attention to the food that he ate, simply consuming the foods that he enjoyed. Through his first year at SOUL Forest remembered his love for playing outdoors, reminding him why physical activity is important. He listed daily participation in outdoor activity (maybe even yoga) as one of his goals moving forward. He also learned a lot about nutrition and food stating conscious meal time as a major player in this new understanding of food. While he still loves a lot of non nutritious food, he is now conscious of the foods that he eats and is making an effort to eat a more balanced diet.

At the end of his Presentation Of Self, Forest stated that he has grown more in one year at SOUL than he did in his previous 14 years of living combined. He now understands who he is as a learner and thinker, how he deals with his emotions, the way he interacts with others socially, how he wants to continue growing personally, and recognizes the need to improve physically. With these new found learnings, Forest has come to acknowledge that he desires a future that encompasses his interest in writing, storytelling, photography, and travel. He sees himself as a traveling writer who focuses on other societies and lifestyles, as this career draws upon his intrinsic nature, creativity, and newly remembered interest in being outdoors. With this vision in mind, he stated that he would like to declare the 'Arts Center' for Integra in his second year of high school.

By the end of 10th grade, Forest had and explored and designed his life vision which included:

- An e-mail exchange with Anthony Bourdain
- A skype interview with Porter Fox, founder of Nowhere Magazine, Forest's favorite travel blog
- Visiting San Diego City Beat
- Research of California College of the Arts and Columbia University
- Creating a list of the skills that he needs to acquire and a plan to obtain each of them

- Creating a list of places that he had been to and a list of places that he wants to go in the next five years
- Writing a travel blog: "I want to write a travel blog that includes my photography. I'd like for my blog to focus on how traveling at a young age can change someone's life. I also want to blog about how teenagers can plan a trip to go anywhere they want."
- Writing a book about the most spiritual places on earth that he had traveled to
- Planning his school schedule for the next two years
- Generating a list of where he wants to do his internships

As far as SOUL's building blocks are concerned, Forest included the following in his life's vision:

Mentally: Forest said that he wants to challenge himself more. He noticed that prior, he would purposely engage in things that were easy for him. He was reluctant to work on things that he might not be good at. He is learning that this mindset prevents him from growing and learning. He has begun to realize that it's ok to fail and make mistakes. Mentally, Forest has changed the way he viewed making mistakes. Instead of getting mad at himself, he stated that he wants to embrace his mistakes and keep track of what he has learned.

Emotionally: Forest decided that he wants to continue to focus on paying more attention to how he is feeling. Before he never knew what he was feeling and he didn't think it mattered. Now, that he's learning to identify his feelings, he wants to deal with them and maybe even share them with people he's close to. Emotionally, Forest concluded that he wants to continue to acknowledge his feelings and work on opening up to others in his life, like his mom and his dad and share with them how he is doing.

Socially: Forest recognized that he wants to be comfortable in any setting he is in. When he starts his internships, he wants to be able to collaborate with others instead of trying to do everything himself. He wants to have at least five really good friends that, "I can do anything with." He thinks it would be really cool to go on a guy's trip to South America. He would also like to be closer to his dad. He wants the two of them to go on trips together too and he doesn't want it to be so awkward when they are just hanging around and watching tv together. Socially, Forest made a goal to collaborate more in professional and school settings, have 5 people in his life whom he can call good friends, and improve his relationship with his dad.

Personally: Forest wants to be able to meditate everyday for at least 20 minutes. He feels that it really helps him clear his head, especially when he's stressed out about life. He has also been getting better at yoga and he really likes it. He wants to continue to do yoga at least four days a week. Forest also decided that he wants to find the most spiritual places on earth, go there and write about them. He also wants to be able to really trust that everything that happens in his life is for his greater good. Personally, Forest decided that he will meditate everyday, do yoga at least 3 days a week, find, go to, and start writing his book about the most spiritual places on earth, and develop a more positive outlook on the world.

Physically: Forest said that he wants to do more outdoor activities. He wants to try rock climbing and wants to find new places to hike. He also wants to be a vegetarian for a month and wants to learn how he can grow some food on his own, in his backyard. He'd like to learn how to cook too. Physically, Forest stated that he wants to take care of his body by finding more outdoor activities he likes. He will grow some vegetables in his backyard, take a cooking class (or two) and go vegetarian for 1 month. And, Forest says, "When my body is in pain, I will listen to what it may be telling me.

By the end of 11th grade, Forest had created his life's vision by engaging in the following:

- A 6 week professional internship at San Diego City Beat
- A 6 week professional internship at the Union Tribune
- Took 3 photography classes and shot over 10,000 pictures
- Planned a detailed, month long trip through South America and raised money to go on a crowdfunding site
- Became an active member of the school newspaper
- Successfully collaborated with classmates to create and publish the "Beauty of SOUL" a book of photographs and stories from the SOUL community
- Started his travel blog

Mentally: Forest started looking at school and approaching his education in a new way. The more Forest started paying attention to his attitude toward his work and the challenges that he faced, the more he started problem solving and embracing the process. Forest feels more freedom in completing projects and less of a need to control the outcome for a grade. He has learned to slow down and pay attention to the details and be more present. This has helped him retain more information that he used to forget in the past. He has become genuinely interested in subjects other than English and has been excelling in all of his explorations.

Emotionally: Forest began to keep a journal that is written in daily, he started talking to his mom more about his feelings on the divorce, and expressed a desire to be closer to his dad. He began to utilize tapping when he was alone, but recognized that running was also a great stress reliever for him. He has gotten into a habit of consciously identifying his emotions and then deciding how best to address them. When we wants to ignore them by playing video games, he recognizes this and is patient with himself. His feelings are still something that he isn't completely comfortable with but now he acknowledges them and attempts to process through them.

Socially: Forest solidified a friendship with Wyatt whom he calls "a best friend for life", and has gotten very close with several different people at SOUL, especially Eric and Victor whom he worked on the "Beauty of SOUL" book with. He feels like he has more friends than he ever has before. He also started bonding more with his male teachers, in fact he talks to Joe, his Integra

Guide often about his relationship with his father. He also has started spending more time with his father consistently.

Personally: Forest began practicing meditation daily, took an average of two yoga classes per week, started to really identify himself as being spiritual as he came to define it as simply, "really knowing who I am, my place in the world, and how connected I am to nature." He has identified places that he'd like to go to, to connect more to himself including Machu Picchu and The Grand Canyon.

Physically: Forest came to the conclusion that vegetarianism wasn't for him but did dramatically alter his diet to eat nothing but fruits or vegetables for snacks. He does yoga at least 2-3 times a week. He also started running more and hikes at least 2x a month. He has found himself more present with his food as a result of conscious meal time and even speaks to his mom about nutrition and making meals together at home.

By the end of 12th grade, Forest gave his last Presentation Of Self which included the life vision he had created, his personal transformation during his time at SOUL, his accomplishments and his future plans to create his legacy. The following details what Forest did and who Forest was during his final year at SOUL:

- Posted formal articles to his blog weekly and transfers at least one of his journal entries to the blog daily
- Took a month long trip (over the summer) through South America experiencing, photographing, and writing on the inequalities among their people
- Had three articles published in national publications
- Shot a wedding, two quinceaneras, and a variety of family photo shoots
- Took a week long camping trip with Wyatt, Eric, Victor, and Fehung to Sedona and the Grand Canyon
- Started writing his memoir detailing the energy of Sedona and the Heart of the Grand Canyon.
- Submitted his photos of the trip to National Geographic
- Planned and led a 4 day family vacation to Big Sur allowing his family to come together to enjoy the company of each other
- Led (co-taught) a yoga and nutrition class at SOUL
- got accepted to Columbia University, Princeton University, and San Diego State University and decided to attend Columbia while continuing to write his blog, publish as a freelancer, and travel the world sharing his thoughts, experiences, feelings, and beliefs, hopefully "bringing some smiles to some faces and improve some things that could use some improving."

Mentally: Forest continued to work on challenging himself to not be afraid to mess up, fail, or make a mistake. He really embraced having a growth mindset, recognizing that the more difficulties he faced academically, the smarter he felt. As a result, he continued to excel in his explorations. He came to have a profound understanding of how the mind works to create his

reality and how his attitude affects how he approaches things, especially academics. He thinks this is one of the greatest lessons he learned at SOUL.

Emotionally: Forest is still very even keel although now he recognizes and pays attention to his feelings and emotions. For the first time in his life, he understands how dealing with his emotions as opposed to suppressing them affects his overall well being. While he still likes to deal with his emotions on his own, he has made conscious efforts to share his feelings with his mom, dad and his best friend Wyatt. He also had a girlfriend for a few months and was surprised at how open he was with sharing his feelings with her. He feels like he has many different tools to deal with his emotions and the stresses of life including, journaling, running, tapping, meditation, and yoga.

Socially: Forest has really blossomed socially. He cultivated many strong friendships during his high school career with his peers, many of his teachers, including his male teachers and with mentors from his internships. He knows that many of these will be lifelong friendships. While he still tends to enjoy quiet time where he can be introspective, he feels he has a great network of friends to experience life with. He also had his first girlfriend and felt very comfortable being himself. He feels he is closer to his dad than ever before. They have Sunday adventures together every week in which they hike, kayak, go for a run or watch sports together. Forest has been able to open up to his dad and choose to no longer blame him for the divorce. His father has a “new friend” and Forest has been able to open with her and has even included her in some of their adventures.

Personally: Forest has really come to identify himself as a spiritual man. When he traveled the summer after his junior year, he said he never felt more connected to nature and the world. He believes that his photographs capture his connection to life. He loves yoga and meditation and considers them his primary personal practices. He also feels like writing is a spiritual practice because he says you express a deeper part of yourself. He feels he stays grounded and happy by engaging in these things daily.

Physically: Even though Forest has always been slender, he feels like he has never been stronger. He has learned so much about how the mind and body are connected and he really takes that seriously. He continues to eat fruits and vegetables for snacks and is conscious about eating a balanced, nutritional diet. He stays really active with all the activities he does and he actually hasn't gotten sick in three years. He attributes this to having his whole being in balance!

Overall, Forest stated that his time at SOUL was truly an invaluable learning experience. He stated that he not only learned a great deal through his explorations, but what made high school the best years of his life was learning more about himself, his passions and what he wants to continue creating in the world. Forest said that learning about all the different aspects of himself made him confident in who he is and confident that he would be able to accomplish whatever he sets his mind to. He stated that a legacy isn't something you leave but something that you create. Forest said that he was glad that he was creating a legacy that he was proud of because

he knew that he was making a difference. Sharing his writing and photographs with the world felt like he was leaving his mark “of the beauty the world offers when you choose to connect to nature.” Forest mentioned how excited he was to explore life and attend college in New York City and how SOUL has prepared him for the mental challenges he will face, the emotional discourse that is a part of life and relationships, and how SOUL provided the social development he needs to build and repair these relationships. He also highlighted how his personal enlightenment will forever guide his steps and his ability to maintain his strength in body and in mind. Forest also joked that at one time, before coming to SOUL, he could have never have imagined living anywhere that didn't have In-N-Out Burger but that now he was excited to walk all over the city and “discover all the culturally diverse food.” Forest concluded his Presentation Of Self by thanking the entire SOUL community for allowing him to be who he is so that he could discover himself for the first time.

g. A Day In the Life

Stephanie is a 9th grade student at SOUL. She is completing her first year at SOUL after struggling with school in the past. In middle school, Stephanie was often disengaged academically and disconnected emotionally. She often got in verbal arguments with her peers, her teachers and her mother. When Stephanie started failing, her mother's concerns for her grew as she related her academic struggles to her behavior. When her mother learned that SOUL was opening nearby and that it was a school that was going to address her daughter's various needs, she immediately enrolled her. Stephanie has now turned things around, is really excelling, and loves coming to school.

The following is her perspective of what a typical day at SOUL is like:

I never really cared about school. I just kind of did it. I got good enough grades to keep my parents happy and pass my classes. I felt like I just had to get through school so I could finally start my life.

And then I came to SOUL and everything changed.

In just a year here, I feel like my life has changed more than it did in my first 10 years of school combined. I'm excited to go to school now as every day at SOUL is an opportunity to continue creating and living the life that I've always dreamed of.

I love the fact that our school day doesn't officially start until 8:00am. The later start is perfect for me. So, I'm in Integra by 8:00am every morning for our morning session. It's a great way to start the day. We typically do a class activity and share before taking a few minutes to plan our day, set an intention, clear our thoughts, and prepare ourselves for the day ahead. By the time our morning session is over, I always feel excited and prepared for the day.

My first Exploration of the day is an Earth Science Exploration on water. Some of the essential questions we've been working to answer include: Is water a requirement of life? Why or why not? How can we create water? Will the Earth ever run out of clean water? How much water do I use on a weekly basis? We started the Exploration by performing a personal water audit that we are now using to inform other elements of the exploration. One of our assignments for the project is to cut our water use by 25%. It's been interesting to learn how much water we can save just by making some simple changes to our everyday life. The other really interesting part of the Exploration is learning about the Pacific Garbage Patch and our water contamination as a whole. I'm hoping that this Exploration helps everyone in the class to be more conscious on how they treat our planet's water.

My second Exploration of the day is an English Exploration titled, "YouTube Lit". In this exploration we watch, reflect upon, and respond to, a variety of spoken word videos, songs, poems, and other literature published to youtube. We've compared and contrasted some of the youtube literature with other classical forms of literature and are now each writing our own Youtube piece that shares an experience, belief, or feeling that we have, that we would like to share with the world. By the end of the Exploration we will each publish our piece to Youtube helping to progress the literature of Youtube. It's definitely one of the best explorations I've taken. Before this, I didn't really realize how many great videos there were to watch on Youtube. I had watched a lot of silly, funny videos, but never really watched anything meaningful. This Exploration turned me onto a whole other side of Youtube. More importantly, it has helped me gain the ability to understand what I think and feel about the different forms of media that I consume. It has also helped me to progress my thoughts and understanding on the state of our world. Now, I'm just incredibly excited to publish my own piece of literature that I will finish writing, recording, and editing over the next few weeks.

I sincerely enjoy my morning Explorations. After these explorations, we have conscious lunches where we take time to enjoy and appreciate our food, our classmates, and the community and culture that we have created. In order for this to happen, the first 5 minutes of each lunch period remains silent. This is our time to give personal thanks and appreciation for our food, our family, our friends, and our school, while clearing our head and maybe reflecting on our morning. The rest of lunch is usually a celebration of the morning that we had, as we all share our stories, experiences, realizations, and learnings that took place before we move into our afternoon. One of my favorite things about SOUL is that I always feel safe to say whatever I'm thinking or feeling to whomever I want. I am never judged for who I am. In fact, I feel the more honest and real I am, the more appreciated and celebrated I become. My hunch is that this is the same for everyone at SOUL. We have so many unique, remarkable individuals here, that we have learned to respect and honor everyone for who they are.

From lunch we transition into our mid day Integra class where we focus on our holistic topic of the day. Early in the year our focus was based around our self, who we are, how we got here, and where we want to go, as well as the skills that we need to experience success in each aspect of our life. We finished the first part of the year by giving our Presentations of Growth

where we summarized and reflected upon the learning that took place throughout the first semester. We've now moved into the relationships we have in our life. Last week we focused on our family, this week we are working on friends, and next week we are going to be focusing on romantic relationships. I feel like Integra (and particularly the midday Integra) is the piece that most schools are missing. This is where we learn about the real life topics that truly affect the life that we live. It's the most important stuff I've ever learned and I truly feel thankful that I am now at a school that teaches these things to me.

After Integra I have my last exploration of the day, World of War. This is a History Exploration that's giving me a whole new appreciation of history. I haven't been an overly big fan of history in the past but the more History Explorations I take at SOUL, the more understanding I develop for not only why we learn history, but how the past has affected the present. It's now a topic that absolutely fascinates me. For my current History Exploration we're working with war. Some of the essential questions we're examining include: why do we have war, how do we fight wars, how do you win a war, and how has war changed? We've learned about war in the ancient times and are now learning about medieval war. We've also watched videos on war, interviewed veterans on their war experience, and played the game of Risk. After developing a basic understanding of each of the world's major wars, we will each pick the war that we are most interested in and create an alternative sequence of lead up events, a new strategic approach to the war, and an alternative outcome to the war. We will then make predictions on how today's world would be different, if the war played out in our way, as opposed to the way history tells us they did.

Before this exploration I didn't really know anything about war. I've always been kind of against war which has caused me to not really pay attention when we've learned about wars in class, but this Exploration has helped me to see both sides of war, the good and bad. It has helped me develop a better understanding of how the wars of the past have affected the world today and I'm really grateful for that. Although it's definitely a new topic for me to explore, I'm really happy that I chose to push myself to take this exploration.

From there we all go back to Integra for our end of day session. It's pretty cool how everyone always comes together excited about the day that they had. We're all wanting to share our stories of what we learned, made, and experienced. Everyone is smiling and inspired at the end of the day at SOUL. After we take a few minutes to share what we learned, created, or would do differently, we typically have a few minutes of silence so that we can reflect and center ourselves. Before we know it, another day at SOUL is complete. We've grown and improved in a variety of ways, all of which could stay with us forever.

7. PROGRESSION TOWARD STANDARDS

As a public school in California, we understand that our students and our school will be evaluated on our standardized tests results. We also acknowledge that the majority of the standards encapsulate lifelong skills that students will access and apply throughout the extent of their life. They are the skills, understandings, knowledge, and wisdom that empower us to live meaningful and extraordinary lives. These standards will be taught through each of our RAREE Explorations and Integra classes.

Students will demonstrate mastery of the CCSS at school, while also gaining the ability to apply these standards in their everyday lives. In doing so, SOUL students will gain the ability to excel both in and out of school.

The Curriculum at SOUL stands on the following principles:

- All explorations are designed to teach the skills individuals need to live exceptional lives; in return, the CCSS are applied and mastered.
- Explorations are aligned with the A-G requirements in all subject areas (e.g., Language Arts, Math, Science, Social Studies, VAPA).
- Student outcomes are aligned with the CCSS.
- Assessments are developed to align with the CCSS.
- The scope and sequence of explorations will be individually tailored to meet the students' interests and needs. However, each student's program will be designed to earn them a high school diploma, meet A-G requirements, be UC accredited, and earn AP and college credits if they so choose.

a. Content Standards

The School Of Universal Learning understands that the Common Core State Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. All curriculums, whether purchased or generated on site, will support the Common Core State Standards.

The State Board of Education, along with the former State Superintendent of Public Instruction, Delaine Eastin, helps define the role of the California State Standards in our school:

"Standards describe what to teach, not how to teach it. Standards-based education maintains California's tradition of respect for local control of schools. To help students achieve at high

levels, local school officials and teachers - with the full support and cooperation of families, businesses, and community partners - are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students.”

At SOUL, we believe that it is a privilege to honor the children of California with quality instruction in alignment with the Common Core State Standards. We understand that with privilege comes responsibility. With this said, we will maintain these standards by:

- Teaching explorations and providing experiences that give students the opportunity to explore, work with, and eventually master, each of the common core standards.
- Presenting group work and presentations that allow students to collaborate on learning the standards before sharing their learning and experiences with the class.
- Holding teachers accountable for implementing the Common Core State Standards. They will be supported in doing so by being provided time for curriculum development during the school week. Teachers will be trained in aligning project based and experiential units with curriculum standards. Teachers will also be provided with materials and resources that are aligned with the Common Core State Standards.
- Staff will receive professional development on the Common Core State Standards for their subject matter and grade levels at a minimum of once per year.
- There will be a transparent presentation of Common Core State Standards to students and families in a grade appropriate meeting during the first month of school to help students align with academic expectations as well as A-G requirements for college.

b. Evidence Of Instructional Program Working

Project Based Learning (PBL):

The June 2009 literature review from the Center of Excellence in Leadership of Learning (CELL) at University of Indianapolis concludes:

In summary, research indicates that PBL: (a) has a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving; (b) benefits students by increasing their motivation and engagement; and (c) is challenging for teachers to implement, leading to the conclusion that teachers need support in order to plan and enact PBL effectively while students need support including help setting up and directing initial inquiry, organizing their time to complete tasks, and integrating technology into projects in meaningful ways.³

On the research page of the BIE (Buck Institute Education) website, they share:

“a federally-funded experimental study examined of the combined impact of a one-week summer professional development institute and the use of the BIE Project Based Economics

³ Brush & Saye, 2008; Krajcik, et al., 1998

curriculum on the economic knowledge of approximately 7,000 12th grade students taught by 76 teachers in 66 high schools. Student outcomes that were studied included scores on the standardized Test of Economic Literacy (TEL), scores on performance assessments of student conceptual understanding. Teacher outcomes included confidence in teaching economics and satisfaction with teaching materials.

Results:

- Both high school students and their teachers benefit.
- Students outscored their peers in the control group who received the more typical textbook- and lecture-driven approach.
- Students also scored higher on measures of problem-solving skills and their application to real-world economic challenges.
- Teachers scored higher in satisfaction with teaching materials and methods than those in the control group.⁴

Experienced Based Learning (EBL)

"Experiential learning is a powerful teaching tool. While classroom lectures primarily address the cognitive domain, experiential learning involves the whole student: their cognitive, affective and physical domains (Oxendine, Robinson and Willson, 2004). The result is that students can relate to the subject matter in a way that is meaningful to their own lives.

Experience-based projects offer a change of pace from traditional classroom assignments and facilitate learning for students with a variety of learning styles (Millenbah et al, 2004). Students that struggle with writing papers and completing labs may find themselves re-engaged in the course with the help of a project that draws from their own experiences. Even students who are high achievers in traditional assignments often appreciate an original format.

Projects like this have a lasting impact. In a survey given to students 1-3 years after the Lifestyle Project at Skidmore College, 81% of the students reported that they had made permanent changes to their lifestyles as a result of the project [Kirk and Thomas, 2003].

Experience-based projects can help bring the students and the teacher closer together. Because they are sharing aspects of their own actions and decisions, there is a personal

⁴ Finkelstein, N., Hanson, T., Huang, C.-W., et al, (2010). Effects of Problem Based Economics on high school economics instruction. (NCEE 2010-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

element to this type of learning. This can be a valuable way for instructors to get to know their students, and for students to pull together as a team.”⁵

Holistic Approach:

Mental:

- “A sizable body of research exploring the nature of consciousness, carried on for more than thirty years in prestigious scientific institutions around the world, shows that thoughts are capable of affecting everything from the simplest machines to the most complex living beings. This evidence suggests that human thoughts and intentions are an actual physical “something” with astonishing power to change our world. Every thought we have is tangible energy with the power to transform. A thought is not only a thing; a thought is a thing that influences other things.”-Lynne McTaggart
- Children who understand that the brain can get smarter—who have a growth mindset—do better in school because they have an empowering perspective on learning. They focus on *improvement* and see effort as a way to build their abilities. They see failure as a natural part of the learning process. In contrast, students who have a fixed mindset—those who believe that intelligence is fixed—tend to focus on *judgment*. They’re more concerned with proving that they are smart or hiding that they’re not. And that means they tend to avoid situations in which they might fail or might have to work hard. Many studies show that children who have a growth mindset respond differently in challenging situations and do better in school over time. (www.mindsetkit.org)
- A study with middle school students looked at the impact of fixed versus growth mindsets on achievement in math—a subject that many students find challenging. Students with a growth mindset earned higher math grades over time compared to students with a fixed mindset. -Blackwell, Trzesniewski, & Dweck (2007)

Emotional & Social:

- “Learning environments that focus on caring student-teacher relationships, students’ social and emotional needs, and high expectations results in students who perform better academically; are more likely to attend school; and have significantly lower rates of emotional distress, violence, delinquency, substance abuse, and sexual activity.”
- “Students engaged in school-based social and emotional learning attained higher grades and scored 11 percentile points higher on academic achievement test than peers who did not engage in such learning (Collaborative for Academic, Social and Emotional Learning, 2008).”

⁵ Information taken from: <http://serc.carleton.edu/introgeo/enviropjects/why.html>. Retrieved on August, 2014.

- “Of students who have considered dropping out, 16 percent identified ‘No adults in the school cared about me’ as a reason for thinking about dropping out, and 9 percent of the respondents stated that ‘Adults in the school encouraged me to drop out’ (Yazzie-Mintz, 2010).”

Physical:

- “Regular physical activity can improve the health and quality of life of people of all ages (HealthyPeople.gov,n.d.); however, only 17 percent of high school students currently meet the recommended daily amount (Eaton et al., 2010).”
- “Over the past three decades, childhood obesity rates in the United States have tripled. Today nearly one third of U.S. children are overweight (U.S. Centers for Disease Control and Prevention, 2008), and almost 17 percent of children and adolescents are obese (Ogden, Carroll, Kit, & Flegal, 2012).”
- “Improved health can also improve attendance at school. Higher rates of absenteeism have been reported for those students who are overweight; suffer from asthma; or have poor health status, diet, or lack of sleep. Studies have also shown that health-related absenteeism can be reversed by increasing access to services and increasing physical activity. (Basch, 2010).”⁶

Personal:

- “Self Actualization, according to Abraham Maslow (1970) suggests that all individuals have an in-built need for personal development which occurs through the process called self-actualisation. Self-actualisation refers to the desire that everybody has ‘*to become everything that they are capable of becoming*’. In other words, it refers to self-fulfilment and the need to reach full potential as a unique human being. For Maslow, the path to self-actualisation involves being in touch with your feelings, experiencing life fully and with total concentration.”⁷
- “Humanistic psychology emphasizes the importance of attending to and developing the “whole” person or those aspects of ourselves that make us human - the physical, the emotional, the intellectual and the spiritual. To be your “true self” means to be and take responsibility for it on all of these levels. Personal development is therefore, the process of striving to be the best that you can be in order to reach and realize your full potential. It is a journey of self-discovery, self-improvement and self-realization.”⁸

⁶ WholeChild-MakingThe Case.pdf From <http://wholechildeducation.org>. Retrieved July, 2014.

⁷ Maslow, A. H. (1970), *Motivation and Personality*, (2nd Edition), Harper & Row, New York.

⁸ Z. Hereford. EssentialLifeSkill, <http://www.essentiallifekills.net/humanpotential.html> (accessed 8/17/15)

c. Graduation Requirements

We at SOUL require that all graduates complete the California State graduation requirements as well as the specific SOUL graduation requirements. By completing these requirements, and declaring a student a graduate of SOUL, we are confident that they will have developed the skills needed to create the life of their dreams.

Middle School graduation requirements include:

SUBJECT	REQUIRED CREDITS	COURSE-SPECIFIC REQUIREMENTS	
		<i>Course</i>	<i>Credits</i>
English Language Arts (ELA)	20.0	English 7	10
		English 8	10
Mathematics	20.0	Math 7 (or Pre-Algebra)	10
		Math 8 (or Algebra 1)	10
Science	20.0	Science 7: Life Science	10
		Science 8: Physical Science	10
History	20.0	Social Studies 7: World History	10
		Social Studies 8: American History	10
Physical Education, Art, and other Electives	40.0	7th grade electives -PE, Visual or Performing Art, Foreign Language	20
		8th grade electives -PE, Visual or Performing Art, Foreign Language	20

*Students are required to take at least one elective class in both 7th or 8th grade. All students must complete at least one PE elective and one art elective. They have the option of filling their other elective period with either another elective or a Learning Lab.

High School graduation requirements include:

SUBJECT	REQUIRED CREDITS	COURSE-SPECIFIC HA REQUIREMENTS	
		<i>Course</i>	<i>Credit</i>
English	40.0	English 9	10
		English 10	10
		English 11	10
		<i>English 12</i>	10

Mathematics	30.0	Algebra 1	10
		Algebra 2 or Geometry	10
		Algebra 2 , Statistics, or PreCalculus	10

Science	20.0	Life Science	10
		Physical Science	10

History/Social Science	30.0	World History or Cultural Geography	10
		United States History	10
		American Government	5
		Economics	5
Foreign Language	20.0	<i>Select from course offerings</i>	20
Integra	40.0		40

Required Electives	50.0		
		<i>Entrepreneur Explorations</i>	10
		<i>Life Skills</i>	10
		<i>PE</i>	20
		<i>Visual or Performing Arts</i>	10

Additional SOUL High School requirements:

- Complete at least two professional internships
- Complete SOUL's Senior Project
- Give a final presentation of Self that demonstrates an understanding of who you are and a plan for who you want to become.
- Complete a total of at least 400 hours of volunteer work

d. Western Association of Schools and Colleges (WASC) Accreditation

SOUL will schedule an initial WASC review in our first year, keeping with the ACS WASC Conditions of Eligibility, and in order to ensure the full accreditation process is completed prior to our third year of operation. The director(s) will facilitate and actively support the accreditation Process.

e. Course Transferability and College Eligibility

All A-G courses will be transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Parents will receive notification of course transferability in student recruitment and student enrollment materials, which will be available in both English and Spanish. SOUL Guides will also work closely with students and families to ensure that they are well aware of requirements and where each child stands in relation to those requirements.

f. Sequence and Overview of Subjects

The following table provides an overview of the basic subject sequence we follow for the explorations offered in grades 7 and 8.

	7th Grade	8th Grade
Integra	Developing Building Blocks	Developing Building Blocks
English	English 7	English 8
History	World History	American History
Math	Math 7- Pre Algebra	Math 8- Algebra 1

Science	Science 7- Life Science	Science 8- Physical Science
Electives	P.E., Visual and Performing Arts, Foreign Language, Intro to Life Skills	P.E., Visual and Performing Arts, Foreign Language, Intro to Entrepreneurship

The following table provides an overview of the basic subject sequence we follow for the explorations offered at each grade, 9-12. We generally recommend that students follow the following sequence. All sequences of classes will abide by the process and timeline of the Western Association of Schools and Colleges as the prerequisites have been established to ensure we follow their protocol.

	9th Grade	10th Grade	11th Grade	12th Grade
Integra	Developing Building Blocks	Designing and Exploring Life Vision	Creating Life Vision	Living Life Vision
English	English 9	English 10	English 11	English 12
History	World History	U.S. History and Geography	American Government and Economics	AP US Government or History of the Future
Math	Algebra 1	Algebra 2 or Geometry	Algebra 2, Statistics, or Pre-Calculus	Statistics, Pre-Calculus, or Calculus
Science	Earth Science	Biology	Chemistry	Physics
SOUL Specialties	Entrepreneurial Explorations 1 and Life Skills 1	Entrepreneurial Explorations 2 and Life Skills 2	Entrepreneurial Explorations 3 (optional)	Entrepreneurial Explorations 4 (optional)
Foreign Language and Visual and Performing Arts	Foreign Language 1 and/or Visual and Performing Arts	Foreign Language 2 and/or Visual and Performing Arts	Foreign Language 3 and/or Visual and Performing Arts	AP Foreign Language and/or Visual and Performing Arts
Electives (can be taken in any order)	Coding and P.E.	Digital Media and Photography	Internship and P.E.	Internship and Leadership

Program Overview for Each Core Subject at SOUL:

We have developed a program description, for each of the core subjects, that describes the philosophy and lens that we will apply to the explorations in that subject area. These program descriptions are listed below:

English at SOUL:

English Explorations at SOUL are literature and composition based projects of various genres, themes, and perspectives. These explorations stress a sophisticated awareness of personal understanding and are designed to introduce students to texts and writing styles that will allow for and encourage critical thought, personal growth, and a broader understanding of literature, aimed at connecting students to their personal philosophies and beliefs about themselves and the world. Writings in these explorations will emphasize the refinement of personal expression and style, as well as challenge currently held beliefs, thoughts, and ideas. All of this will be done in a fashion that will ask students to exert their creative abilities.

Goals & Objectives: The primary goals and objectives for these explorations are geared toward enhancing and advancing reading, writing, speaking, listening, thinking and viewing skills. Students will develop critical thinking skills, display proficient writing and reading skills within a variety of modes and genres, and will be prepared for college and further study. These explorations encompass and value: personal responsibility, thoroughness, collaboration, application, interpretation of information, research, close reading and critical thinking, self-expression, and student empowerment.

English 9 – Self-Exploration/Self-Discovery/Self-Identity

English as a journey of the self: self-exploration, self-discovery and self-identity. Using this lens, the focus will be for students to recognize the power of English to help them better understand themselves. These explorations will get students in touch with the “why.” Why English? Why read, write, speak, listen and be a viewer of the self and the world? We will **read** literature and texts to explore the self, discover the self and help to identify the self. We will **write** to express ourselves and show our understanding and interpretation of what we read in relation to who we are. We will learn the value of our voice as we will **speak** for self expression while also understand how to incorporate positive self talk (being cognizant of how we speak to ourselves on a daily basis). We will also learn how to **listen** to the self and **view** our internal self in conjunction to our external self. As a result, we will not only have a deeper understanding of ourselves, but we will also recognize the power of English to guide us on our quest to knowing who we are.

English 10 – Relationship With The Self, Others, and the World

English as a study of relationships: the relationship we have with ourselves, the relationships we have with others, and the relationship we have with the world. It is recommended that students first take an English of Self- Exploration as having a deeper wisdom of who they are, will assist in beginning the process of understanding themselves in relation to others. The focus of these explorations are to use English to help us better understand our relationships and how these relationships affect our lives. We will look closely and dissect our current relationship with ourselves and use this information to better understand our connection with others and the world around us. We will **read** literature and texts for critical inquiry and to understand, appreciate, enhance and improve our relationships. We will **write** to connect to the self, to others and to the world around us. We will **speak** to learn how to best articulate ourselves, to communicate to be heard and to understand how to develop our communication skills. We will **listen** to ourselves, noticing what our inner voice is telling us about ourselves, others and the world. In addition, we will practice our listening skills as we will listen to others with an open heart and an open mind. Finally, we will **view** ourselves, others and the world to form hypotheses about relationships in general and form conclusions about the relationships we seek to create and maintain. As a result, we will recognize the role that English plays in highlighting the importance of relationships and in turn, our relationships will improve.

English 11 – Challenging and Forming Beliefs, Values, Principles

English as a personal exploration of the outlooks we have that govern the way we live: our beliefs, values and principles. These explorations encourage students to question and challenge what they know in order to gain a deeper understanding of their personal truths. The focus of these explorations is to recognize how English can help us discover, strengthen and define the beliefs we hold, the values we carry and the principles we enact. Ultimately, we will define which beliefs, values and principles we will keep and/or adopt that will best serve us in our lives. We will **read** literature and texts to explore differing perspectives, analyze point of view, learn to recognize the author's intent and ultimately to gain clarity on what we hold to be true. We will **write** to find and discover meaning, to philosophize, solidify, and declare our learnings and knowings. We will **speak** to present, debate, persuade, teach, inform, and transform. We will **listen** for perspective, to be introspective, to learn, evolve, and expand. We will **view** to gather evidence, to be critical viewers of the media and to gather evidence to inform our newfound beliefs, values, and principles. As a result, students will recognize the role English plays in helping them form a solid foundation of the beliefs, values, and principles they will carry that will help to illuminate their life's path.

English 12-- Debriefing the Past, Deciding the Present, Declaring The Future

English as a way to connect and align all parts of the self: our past self, our present self and our future self. These explorations invite students to be reflective by debriefing the past, deciding to honor who they are at present (focusing on what they can contribute now), and to confidently declare their vision for the future. The focus of these explorations is to use "English" and all the skills we have learned from English to publically report who we are and what we know,

understand, and care about in preparation for our future. We will **read** to research, gather data, find textual evidence to support our points of view and to acknowledge differing points of view, for personal pleasure, and to examine genres. We will **write** to publish: to entertain, change, inform, transform, teach, etc. We will also write to enhance and advance our skills, examine the use of rhetoric, and for professional purposes (college applications, curriculum vitae, journalism, marketing, etc). We will **speak** to present and promote, gain an audience, develop a following, and to report. We will **listen** for key ideas, to make connections, for information, and for expansion of ideas. We will **view** to gain inspiration and motivation, to gather ideas, and to form mastery. As a result, we will combine our knowledge of the past, our gifts at the present, and our intentions for our future with our English skills, to reach the masses and be prepared for what lies ahead.

Program Description for History at SOUL:

Our History Explorations at SOUL are built around the belief that when students develop an understanding and appreciation of the events and occurrences of the past, they can better understand the world that we live in today. At the same time, they can draw upon their understanding of how the past has affected the present to create a positive effect on the future. We also believe that when an individual can acknowledge all the work, pain, and suffering that has occurred in order to allow our current world to be as it is, a greater appreciation and gratitude can be held for both our life today, and for all the lives that have come before us.

In History at SOUL we work to appreciate different lifestyles, cultures, and beliefs. We develop an understanding of the wars, movements, and revolutions that have helped shape our planet. We gain an understanding of the ways others live and have lived, allowing us to reflect on the way we live and have lived.

Goals and Objectives: The primary goal for history is for students to understand the major events and occurrences that have shaped the world that we live in. Students will work to understand how the past has created the present and how the present will affect the future. The other major goals and objectives for history at SOUL are for students to gain an appreciation for different lifestyles, beliefs, cultures and values. Our history explorations will strive to help students become global citizens who honor and appreciate the similarities and differences amongst humanity.

History Explorations:

World History

In our World History Explorations we go beyond a general understanding of the world's history to utilize analytic skills to extensively explore the major themes of history from the foundations of civilization to our present day society. Students are given the opportunity to "experience history" by using the steps a historian would in analyzing historical events. By analyzing, exploring, and experiencing the history of our world, students develop an understanding and appreciation of

the past that has created the present.

U.S. History

Our U.S. History Explorations begin with the Native Americans before moving into the settlement of the colonies and the American Revolution. From here we move to westward expansion, the Civil War, and Reconstruction. We will study the Bill Of Rights, Declaration of Independence, and Constitution of the United States Of America. This will provide students with a thorough understanding of how our country was formed. We will then examine the major turning points in American History from the Industrial Revolution through the twentieth century. Emphasis will be placed on the expanding role of the federal government and the federal courts; the balance of power between the right of the individual, and the right of the state; and the continuing struggle between minority rights and majority power. Importance will also be placed on the emergence of a modern corporate economy, the impact of technology on American society and culture, the movements toward equal rights for racial minorities and women, and the role of the United States as a major world power.

American Government and Economics

American Government and Economics Explorations provide a foundation for understanding the basic framework of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship, and concepts in macro and micro economics and personal finance. The essential standards of these explorations are organized under three strands – Civics and Government, Personal Financial Literacy, and Economics. Through the study of civics and economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world.

History of the Future (optional)

In the History of the Future Explorations, we will combine all of the learnings that have been acquired from our previous history explorations, to draw conclusions, and make predictions for the future. By concluding our history program with a look into the future, students will better understand how we've arrived at the present, and be better prepared for whatever comes next. This class will teach students to be in touch with the current state of affairs while helping them to generate ideas, plans, and preparation for the future. *This exploration is offered to students who have already completed their other 3 required History courses.

Program Description for Science at SOUL:

We at SOUL use science to observe ourselves and our planet through a lens of data, evidence, and factual information. Science gives us the ability to objectively investigate ourselves and the world that we live in. Science explains the why and how behind many of our biggest questions. Our Science Explorations at SOUL are based on: using data, evidence, and factual information to investigate, observe, and understand life's biggest questions.

By developing an understanding of how and why the world works as it does, we can more effectively exist with the laws of the universe. At the same time, an understanding of Science can allow us to question the generally accepted reality of today's society. As all great scientists explore, observe, and hypothesize, to help us better understand our planet, students at SOUL will do the same.

Goals and Objectives:

Our major goal for Science at SOUL is for students to develop a technical understanding of themselves and their world. We also strive to instill a thorough understanding of the scientific method so that students can explore the questions that are most relevant to them. We want students to embrace the role of scientist as they learn to observe the world through a scientific lens that provides clarity and understanding.

Science Explorations:

Earth Science

Earth Science at SOUL is based on developing an understanding of the planet we live on, from the earliest of formations to the present day. Our Earth Science Explorations will cover a variety of topics, each designed from the California Science Content Standards as delineated in the California Science Framework and will apply the skills and techniques outlined in the investigation and experimentation strand of the content standards. Each of the explorations will be geared towards developing an understanding of the following major topics: geology, the solar system, cosmology, water, weather, climate, plate tectonics, energy, biogeochemical cycles, and the atmosphere.

Biology

Biology at SOUL is based on guiding students towards developing an understanding of the complexity, diversity, beauty, and interconnectedness among all life on earth. There are a vast variety of topics covered in our Biology Explorations but some of the primary focuses include: cellular biology, molecular genetics, population genetics and evolution, physiology, ecology, organic chemistry, microbiology, biogenetics, botany, and DNA.

With biology being such a vast field, we strive to not only give students a solid background and foundational understanding of biology as a whole, but give them the opportunity to pursue their individualized biological interests. By providing students with this opportunity they can go deeper into the topics that most interest them while still learning all the topics that they need to know.

Chemistry

In our Chemistry Explorations at SOUL we will investigate the basic principles of chemistry, guiding students towards developing a basic understanding of the universe at its most basic level. In these Chemistry Explorations, we will explore the composition of our earth at an atomic level while looking at the composition, structure, properties, and change of matter. We strive to help each student understand our existence at the most foundational of levels.

Physics

In our Physics Explorations at SOUL we will explore the laws of nature through matter and its motion through space and time. Through the Physics Explorations, students will develop an understanding of how and why the universe behaves in the way that it does. We will explore the basic physical science concepts including, Newton's laws, energy, momentum, gravitational and circular motion, thermodynamics, sound waves, magnetism, and currents, as they apply to mechanical, fluid, electrical, and thermal systems.

Program Description for Math at SOUL:

At SOUL, our Mathematics Explorations will be designed around Common Core State Standards. The mathematics curriculum emphasizes abstract reasoning, critical understanding, logical thinking, and application, and will develop quantitative and critical thinking skills through a combination of projects to experience, daily skills practice, activities, and develop conceptual understanding and applications to real-world scenarios. The students at SOUL will use their mathematical understanding to explore the ways in which everyday life can translate back to math. They will then examine the effect that math has on their day to day life. The students will best learn the concepts by using, applying and making real-life connections between math and their everyday life.

Math explorations at SOUL have been designed to meet the needs of the students of today while giving them the mathematical foundation they need to experience success in high school and college. The explorations have been created and geared towards students that have been raised in a global, interactive, digitally-connected world, through the use of real-world relevant examples, relatable videos, engaging projects, interactive technologies, and targeted feedback.

Goals & Objectives:

Our goal for Mathematics is to use a variety of learning experiences to provide a balance of skill practice, problem solving, and real life application. Complex problem solving will typically involve application of math concepts in real life contexts involving more steps to work through. Often, they will require the use of more than one math skill. These explorations may also be used to provide performance-based assessments as a supplemental measure of student understanding.

Mathematics instruction will incorporate cooperative group activities that promote the growth, development, and progress of the individual. Students will learn the history of mathematics and its applications, impact, and significance to real world problems and events. In this way, teachers provide a connection between abstract concepts and practical applications through historical and contemporary examples and demonstration, which further allows students to understand how mathematics fits into their lives. Most of this will be accomplished with real world explorations where we bridge the gap of math concepts and life's practical application. By adopting a Project-Based Learning (PBL) approach, students learn that math is not only theoretical, but practical and necessary. Students will move beyond a basic understanding of concepts to develop enjoyment and an ability to apply the skills learned.

Algebra 1:

Our Algebra Explorations are designed to give students the essential skills that provide a foundation for all future mathematics explorations. During the various Algebra Explorations students will explore writing and solving linear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving linear inequalities, functions, and geometry. Throughout the explorations, mathematical concepts will be taught and viewed through the lens of real-world application. We will utilize technology and students will be able to make cross-curricular connections recognizing Math's relevance in the world and within academics as a whole. Questions like, "How can I solve for the unknown?" "How do I graph a situation that I experience in my own life?" and "How can I use math to make my life easier?" will be addressed throughout the explorations.

Geometry:

Prerequisite: Successful completion of Algebra I

Our real-life application and explorations of geometry are created for students to build on concepts based in logic, proof and measurement and to use tools, formulas, and theorems to determine dimensions, angles, volumes, and surface area. The students gain understanding in the basic relationships of congruence and similarity, the structures used to analyze them, and the language used to communicate these ideas. In addition, the student will investigate the spatial relationships of polygons and solids. The various explorations allow students to make a connection to real world use of geometry skills, practical uses in a hands on manner, and be able to apply the concepts to trade experiences.

Algebra 2:

Prerequisite: Successful completion of Algebra I

The explorations in Algebra 2 continues where Algebra I left off. Students revisit and build upon concepts from their earlier algebra study, broadening their understanding of functions, probability, matrices, graphing, sequences, and series. Students solve equations, analyze and graph data, learn and use theorems through the lens of real world applications. We have created the explorations for the students to communicate their procedures, as well as defend their results.

Statistics

Prerequisite: Successful completion of Algebra II

The SOUL Statistic Explorations will introduce the use of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The explorations will work through the lens of real world statistical analysis by exploring, summarizing, and interpreting data, while anticipating patterns and making statistical inference situations. By gaining these abilities students learn to make predictions and draw conclusions when doing research, playing games, or participating in a variety of other life experiences.

Pre-Calculus

Prerequisite: Successful completion of Algebra II

SOUL's Pre-Calculus Explorations give the students a better understanding of functions and their applications and strengthens students' mathematical reasoning and problem-solving skills. Students will extend their knowledge base beyond what they have learned in Algebra and Geometry to answer more complex questions. Pre-Calculus will be viewed in two ways: in terms of rate of change and in terms of accumulation. These concepts will be weaved throughout the explorations with special focus placed on the use of models to solve real-life problems. Students will convert real-world data into numerical or algebraic models and be able to analyze and predict behavior of data and effectively communicate those results.

Calculus:

Our Calculus Explorations provide a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Other important topics covered are: limits, continuity, derivatives, applications of derivatives (related rates, curve-sketching, optimization), integrals, applications of integrals (volumes, accumulation of change, differential equations), and techniques of integration. Technology will be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results relevant to real world problems.

Program Overview for Entrepreneurial and Life Skills Courses:

SOUL also requires that students take 1 Year of Entrepreneurial Courses and 1 Year of Life Skills Courses, with additional optional courses being offered in each area of concentration. Below is the course overview for these Elective Explorations.

Entrepreneurship

SOUL will introduce all students to entrepreneurship principles and skills through a series of required explorations that are geared towards developing an entrepreneurial mind and skill set. Our complete entrepreneurial program fosters self-directed learning, develops leadership potential, and teaches effective marketing of oneself and ideas. This is done while empowering

students to develop, design, explore and create a business based around their individual passions and learn the financial fundamentals of operating that business.

In this required introductory exploration, students will be exposed to the various aspects that go into developing a business. If they choose to go beyond the first year explorations, the students will experience and participate in the process of creating, developing, launching, and operating their business.

Some of the major topics covered in the required first year exploration includes the mindset of a successful entrepreneur, the mentor/mentee relationship, Business Etiquette and types of Entrepreneurs.

When the student chooses to continue with the entrepreneur studies, they will delve deeper into the creative process/idea generation, industry research, business models, brand development, marketing, finance/budget, pitching/presenting and working the business.

Entrepreneur Exploration 1a: (9 week exploration)

Mindset of a successful Entrepreneur

We at SOUL believe that when an entrepreneurial mindset is developed you gain the ability to think divergently, problem solve, innovate, take risks, and see struggles as an opportunity for growth rather than failure. When you gain this mindset you develop internal desire to take active control your education, your life's path, and your professional career.

By the end of the first Entrepreneurial Exploration students will each create and run a pushcart based on personal skills and interests. This will allow them to apply the entrepreneurial mindset that they have worked to develop. They will also begin to see how their skills and passions can combine to create a profit.

Some of the essential questions we will explore through this exploration include:

What is an entrepreneur?

What does it take to be an entrepreneur?

What is a truly entrepreneurial mindset?

Compare and contrast the employee and entrepreneur mindset

What is an entrepreneur and what are its connections to entrepreneurship?

Characteristics of successful Entrepreneurs

Pros and Cons of being an entrepreneur

How to develop these must have entrepreneurial characteristics:

- Perseverance & Passion
- Flexibility and Hustle
- High internal locus of control and open mindedness
- Learning and iteration
- Curiosity and High calculated risk taking
- Optimism and Resourcefulness

Entrepreneur Exploration 1b: (9 week exploration)

Business Etiquette and Types of Entrepreneurs

By the end of the second exploration the students will interview an Entrepreneur and present to the class on the learnings and take-aways from this interview.

Verbal and nonverbal “Business” and “Entrepreneurship” communication

Business Etiquette (timeliness in responses, updated information regularly, written correspondence)

Dressing for success, assessing the culture, online and in-person image

Learn about *these* four types of entrepreneurs:

1. Small Business Entrepreneurship
2. Scalable Startup Entrepreneurship
3. Large Company Entrepreneurship
4. Social Entrepreneurship

Entrepreneur Exploration 1c: (9 week exploration)

Explore Entrepreneurial Interests

Interest assessment (StrengthsFinder)

Industry research (tech, holistic health care, green energy, etc.)

What’s involved in working in the particular field?

What’s on the cutting edge now?

What is up and coming?

Find a need in the world that correlates with your passion and strengths and fill it

What are other people doing to fill that particular need?

Where and how can you expand on that need?

Select an industry to create a faux business –Present the idea with all the foregoing information

Entrepreneur Exploration 1d: (9 week exploration)

Designing a Passion Driven Business

Review your passion and purpose

What skills, ideas, passions and interests do you have that would lend themselves to a business that you would like to create?

How can your interests be best applied in various areas

What skills and/or training is needed to succeed in this field?

Design a modified business plan for a businesses that you might further pursue

Creative Process/Idea Generation

Understanding the cause of the business: Why is this important?

What makes a successful business? How does it correlate to your passion?

Decide which is best for your business - Sole proprietor, partnership or group?

Below are basic overviews of what Entrepreneurial Explorations will consist of in years 2, 3, and 4.

Entrepreneurial Explorations Year 2 – Exploring and Launching the idea

Write business plan

1. Executive Summary
2. Market Analysis
3. Company Description
4. Organization and Management
5. Marketing and Sales Strategies
6. Service and/or Product Line
7. Funding Requirements
8. Financials

Business Models

Discuss the differences and benefits of each type of entity. (Professional Presentation)

Corporation, non-profit, LLC's, sole proprietor, franchising, direct sales

Assessing pros/cons of each and selecting best for business

Finance/Budget

What are the projected expenses?

Determining priorities for financial resources

How to be creative with a pre-determined budget

Hire Interns, get volunteers

Once you earn money how do you keep it?

Funding Your Business

Creative avenues of resources (selling, DIY, trade, etc.)

Loans, investors, bootstrap, crowdfunding, pre-orders

Brand Development (Expert)

Importance of developing a brand

Considerations in its development

Deciding what traits/image define the brand

How to convey that in marketing approach, etc.

Types of Marketing

Different ways to market

Pros/cons and important considerations

Developing a unique approach

Year 3 and 4- Launching and Running the Business

Students receive mentorship and guidance in launching and running the business of their dreams. By the end of the fourth year of Entrepreneurial Explorations our goal is for all business to be profitable and self sufficient. Students who make it this far through the Entrepreneurial studies will have experienced all the phases and steps needed to make a successful business.

Pitching/Presenting Their Business

Working the business
Leadership
Develop presentation
Present to panel of investors
Management/governance
Budget/finances

Essential Life Skills: Exploration Overview

This course is dedicated the development of practical life skills. These explorations are a part of our essential life education program, and will include several components that are necessary to be self-sufficient, work collaboratively, and build successful relationships in students' personal and professional lives. Students will explore the essential questions: What are life skills? Why are these skills relevant and important? How will these skills have an effect on my future?

Life Skills 1a: (9 week exploration)

Academic Skills

- Active listening
- Effective note taking
- Productive class discussion
- Organization
- Study habits
- Work Ethic
- Critical Thinking
- Independent learning
- Group work

Life Skills 1b: (9 week exploration)

Social & Personal Skills

- Etiquette
- First Impressions (Eye contact, smile, handshake, personal space)
- How we dress communicates who we are (activity on dressing for occasions)
- Social pitfalls (gossiping, lying, attention seeking, reactionary behavior, arrogance , talking over someone etc.)

Effective Communication

- Balancing emotion and reason
- Communicating ideas and opinions clearly
- Identifying values and belief systems
- Handling disagreements and finding common ground
- Communicating with love, appreciation, and respect

Public Speaking

- Unraveling the fear of public speaking

- Reconditioning the mind and body's response to public speaking
- Exercising public speaking muscles
- Using feedback to refine public speaking skills
- Presenting on a topic of passion and interest

Financial Mastery

- Assessing attitudes/relationship to money
- Budgeting and prioritizing spending
- Understanding credit and loans
- Balancing Bank Account
- Set up Savings account

Wealth Creation

- Intro to investments
- Intro to creation of passive income

Life Skills: 1c (9 week exploration)

Home Skills

Meal Preparation and Cooking

- Introduction to the kitchen and cooking tools
- Food heating and storage principles
- Creating a balanced menu and diet
- Developing signature dishes

Maintenance and Repair skills

- Basic electric
- Basic auto care
- Basic plumbing
- Basic carpentry
- Basic yard care

First Aid and CPR

- Course and certification

Life Skills 1d: (9 week exploration)

Environmental Skills

- Responsible waste disposal (littering, recycling)
- Conscientious water and natural resource usage
- Mindful consumption (what we buy)
- Individual and collective consumer power
- Unique ways to conserve
- Survival
- Camping
- Gardening/Farming
- Conclusion: How has this improved my life? What areas remain to be developed?

g. Instructional Resources

We will use a variety of instructional resources and materials. For core subject areas, the materials used by teachers will be selected in accordance with the guidelines and recommendations provided by the California Department of Education and the National Council for Teachers.

Some of the additional resources and supplies we may use are listed below.

- state adopted core curriculum resources
- computer and projection devices
- software programs
- online programs
- internet
- test preparation guides
- laboratory science equipment and materials
- a research and reading library
- manipulatives
- building supplies
- instructional and social games
- digital cameras
- musical instruments
- webinars
- podcasts
- Khan Academy

h. Staff Recruiting and Professional Development

SOUL believes that a school is only as good as the staff it employs. The educational philosophy and vision are only as effective as the staff who implement it. With this said, we are confident that with our philosophy, vision, and commitment to the creation of school community and culture, we will attract great teachers.

We highly value teachers and believe that they are the key to implementing our vision. By offering high salaries, a pleasant workplace, and increased autonomy over one's classroom, we will make our teachers the pride of SOUL. In doing so, we will honor, respect, and celebrate our staff and the work that they do.

We have already started to staff SOUL as we now have about 6 staff members committed to SOUL. These teachers and staff members have come from a variety of avenues including, Earth Fair, social media, events, and word of mouth. We will continue to fill our staff through these outlets throughout the upcoming year.

In the case that we do not have our staff filled by the spring of 2017, we will make intensive

efforts to recruit the right teachers from charter school employment fairs, the teaching programs at local universities, charter organizations, Peace Corps, Teach for America, and Ed-Join.

Teacher quality is a major emphasis at SOUL. The SOUL staff will remain highly qualified as our 9th-12th grade teachers will have a single subject credential in their teaching area while the 7th-8th grade teachers will hold multi subject credentials.

Our initial staff will include two Directors, one primary teacher per twenty five students, one assistant teacher for every 50 students, and an administrative assistant.

Professional Development

On-going professional development has been shown to improve student learning. According to an recent Edutopia article, *Why Is Teacher Development Important?: Because Students Deserve the Best*, "Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators." At SOUL we believe that the best teachers (and people) are continually working to grow and improve. We budget for professional development so that all teachers have the ability to choose at least one professional development training of their choice each year. Teachers are also required to attend additional trainings throughout the year.

Each faculty and staff member will have a Personalized Growth Plan. The plan is developed by the employee with the input and approval of the Executive Director. The plan asks the employee to identify a set of professional development goals from seven different areas that have been identified as the strands most pertinent to the success of an SOUL educator. They include curriculum content, instruction, assessment, mentoring, connection with students, and holistic development. The plan identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the employee's annual goals for growth in one or more strand, how the goals will be measured, and what will define success.

The director(s) will also have a Personalized Growth Plan that will be agreed upon by the director(s) and board, and will be developed based on staff and board feedback. The feedback will be given through an anonymous survey.

Each staff member will also be responsible for completing at least four forms of professional development each year. These professional developments could include:

- observing another teacher
- attending a conference or workshop
- taking a class
- leading a staff training or inservice professional development
- reading an educational book

After completing each of their four professional developments, the results and learnings will be shared in the school's professional development document. This document will be available for all staff to read at any time. All staff will also be encouraged to share their results and learning with the staff during our weekly staff meeting.

These weekly staff meetings will provide further opportunity for professional development as teachers will collaborate, discuss, share, and problem solve on a regular basis. In addition, we may provide in house professional development in the form of trainers, expert teachers, colleagues, authors, community members, or other individuals who could help improve the quality of our staff and our school.

i. Schedule

Daily Schedule

SOUL applies a modified block schedule where students take 3, 90 minute classes a day. Two of these will be core classes and the third will be an elective. On Monday's, students will take each of their 6 classes for 30 minutes each. They will also receive a total of 60 minutes of Integra on Monday. They will then take three classes on Tuesday/Thursday and three classes on Wednesday/Friday. This schedule will be used for all students in grades 7-12.

Our school day will run from 8:00-1:10 on Monday and 8:00-3:00 on Tuesday through Friday. On Tuesday and Thursday we offer after school tutoring from 3:00-3:30 for students who need additional support.

Our Monday schedule will be as follows:

Integra	8:00	8:20
Exploration 1	8:25	8:55
Exploration 2	9:00	9:30
Exploration 3	9:35	10:05
Integra/Mid Morning Snack	10:10	11:00
Exploration 4	11:05	11:35
Exploration 5	11:40	12:10

Exploration 6	12:15	12:45
Integra	12:50	1:10
Staff Development/ Student internships, mentorships. volunteer work, etc.	1:15	3:30

Monday afternoons will be utilized for the professional development of students and staff. The staff will use this time for professional development, staff meetings, and teacher planning/prep/collaboration while students will use it for internships, volunteer work, projects, or other personal development endeavors.

Our Tuesday/Thursday schedule is as follows:

Integra	8:00	8:20
Exploration 1	8:25	9:55
Exploration 2	10:00	11:30
Lunch	11:30	12:05
Integra	12:10	1:00
Exploration 3	1:05	2:35
Integra	2:40	3:00
After School Tutoring	3:00	3:30

Our Wednesday/Friday schedule is as follows:

Integra	8:00	8:20
Exploration 4	8:25	9:55
Exploration 5	10:00	11:30
Lunch	11:30	12:05
Integra	12:10	1:00
Exploration 6	1:05	2:35
Integra	2:40	3:00

Yearly Schedule

SOUL will follow the San Dieguito Union High School District Calendar. According to this calendar, the first day of school for the 2017-18 school year will be Tuesday, August 29th. The first quarter will end on October 31st and the last week of November will be taken off for Fall Break. We will then be off from December 23-January 7 for Winter Break. The first semester will end on January 26th. The third quarter will end on April 6th and we will take off the week of 4-9 through 4-13 for Spring Recess. The second semester will then end on July 15th.

We will be in session for at least 175 instructional days per year. For each fiscal year, we will offer, at a minimum, 54,000 minutes for pupils in grades 7-8 and 64,800 minutes for pupils in grades 9-12.

We will follow the San Dieguito Union High School District schedule for all other holidays. This calendar will be used by all students in grades 7-12.

(See Calendar in Appendices)

8. LOCAL CONTROL FUNDING FORMULA (LCFF)

SOUL will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments. Beginning in fiscal year 2017-18, SOUL will

comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

9. PLANS FOR ADDRESSING THE NEEDS OF ALL LEARNERS

a. Plan for All Learners

SOUL is committed to meeting all students' needs. Our small school environment is designed to meet individual students' needs and specifically address the needs of English Learners (ELs), socio-economically disadvantaged students, high achieving students, students achieving below grade level, students with social/emotional issues, and special education students. Our Integra Guides and our Student Support Team is designed to first and foremost be preventative and assist early on for students with academic and personal struggles and accelerate learning for students exhibiting intellectual prowess. All subgroups will be monitored regularly by the director(s), Integra Guides, teachers and the Board of Directors which compiles the subgroup data from the state assessment, NWEA MAP, and interim assessments.

Education Program

Our teaching methodologies have been drawn from the best practices of high performing charter schools and have been shown to be successful with a wide range of students. As a charter school, utilizing a small school design, we will have the ability to use innovative ways to meet our students' specific and varied academic needs as outlined by our education program.

As previously explained, our education program will be based on RAREE Explorations. Each RAREE Exploration will be Relatable, Applicable, Relevant, Engaging, and Experiential. In our research and experience, we have found that students experience the best success when learning is RAREE. We also have first hand experience that supports the data and statistics of Project Based and Experiential Based Learning effectively reaching all learners. By combining the best of these methodologies, with the Holistic education that we know is needed, our RAREE Explorations will address the needs of all learners.

Each RAREE Exploration will also utilize clear and high expectations for all students. Teacher instruction will be guided by benchmarking and other assessments, while utilizing scaffolding and differentiation in partnership with the support of an assistant teacher that will split time between two classes. Each of these supports will help all learners experience success.

Integra and Personalized Growth Plans

Advisory has been successfully implemented at hundreds of district, charter and independent college preparatory schools nationally. The advisory system provides a clear link between the student's family and the faculty, ensuring the family members have continuity in their relationships with individuals at the school and that there is an adult in the school for every child

who knows that child's educational profile well and is highly invested in that child's academic progress and performance. At SOUL, our interpretation on advisory, is known as Integra.

Integra is another program that we have instituted that serves to meet the needs of all students. Integra Guides meet with their Integra students three times a day, ensuring that there is time to conference with students one-on-one and help students develop personalized growth plans that are formally updated and discussed with the student's other teachers and family members every nine weeks.

The Personalized Growth Plan (PGP) provides a framework for students and Integra Guides to track, enhance, and reflect upon student performance and progress. These personalized growth plans monitor student success in all areas: mentally, socially, emotionally, physically, and personally ensuring students receive the appropriate support to meet SOUL's high expectations for academic performance and overall wellbeing. Each student's PGP will be updated every nine weeks, and include data from various assessments and grades for courses completed each quarter. They will present an updated snapshot of academic, social, emotional, physical, and personal performance and progress, and will make recommendations for interventions and supports. Students who have participated in a Student Success Team (SST) will have a PGP that reflects those SST recommendations. Integra Guides will review the PGP with each of their Integra students. Parents will review and sign the PGP each quarter with report cards.

Student Success Team (SST)

A Student Success Team will use a systematic, problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SST will review the effectiveness of previous and current interventions, clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist and counsel the parents, teachers, and student. An SST is a general education function. A variety of students can benefit from an SST, including but not limited to, those students achieving below or above grade level, ELs, students with suspected special education needs, and students who have experienced emotional trauma or behavioral issues. Anyone who has on-going concerns about a student's achievement or social concerns can refer that student for SST consideration; anyone who is connected with that student may provide information to the SST meeting. These people may include, but are not limited to, Integra Guides, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement representatives. Meeting attendance may be restricted by the director(s) in consultation with the student's parent or guardian in order to preserve student confidentiality. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the student's unique and individual needs. SOUL SST meetings will include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Students' strengths are identified

5. Students' concerns are discussed, clarified and listed
6. Pertinent information and accommodations are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to address concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The plans created by an SST will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

School Culture

We will also create a culture of excellence where all students will strive to do their best. Students will become driven by intrinsic motivation once their passion and purpose has been found. When intrinsic motivation has been achieved, students experience greater levels of success.

By combining each of these methodologies, strategies, and supports, all learners at SOUL will be supported as they experience unprecedented success.

b. Plan for English Learners

General Assurances:

- SOUL will comply with federal, state, and district mandates regarding EL education and re-designation of EL students.
- SOUL will meet all requirements of federal and state law relative to equal access to the curriculum for English learners.

As a San Diego based Charter School, SOUL anticipates serving a significant amount of English Learners. SOUL recognizes the specific academic and social/emotional needs of EL students and shall meet these needs through our instructional program in addition to our holistic program. Many strategies have been identified as effective methods for which to properly serve English Learners. SOUL will utilize many of these strategies in our academic and holistic programs as detailed below:

· **Inclusion** – There will be full integration of EL students within our academic and holistic programs. Within our inclusion model, teachers will address individual needs by ensuring students have access to additional services and resources as needed. These services and resources can include, but are not limited to, dual language text, scaffolding, visuals, support of classmates, group work, hands on activities, increased wait time, and use of graphs and charts. Educators will be responsible for creating an atmosphere that fosters a safe environment (socially and emotionally) for all English Learners.

· **Enrichment** – In contrast to remedial methods, SOUL shall rely on an enrichment model. The instructional approach for all students will therefore emphasize PBL/EBL and holistic learning to create a culturally supportive environment where all students are honored, valued, and seen as important individuals in the collaborative learning process.

· **Coordination/Collaboration** – Coordinating support for all EL's will ensure that they are properly assessed, that we are complying with IDEA, OCR and ESEA, that we will comply with federal, state, and district mandates regarding EL education and re-designation of EL's, that the school will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners, that there is cultural cohesion in regards to enrichment, and that we are evaluating any needs for program and service modifications to provide for appropriate student/family support. Coordination and collaboration among educators will happen both with exploration teams as well as subject area teachers and support staff. Professional development and common planning times will be given to support this coordination/collaboration.

· **Internal Impetus** – SOUL administrators, teachers, and staff, will all play key roles in developing and implementing our curriculum and supportive instructional approaches. There is a culture of inclusiveness where all students will benefit from enriched academic and holistic instructional programs, and all will collaborate and coordinate to meet the specific needs of our EL population.

1. Identification of English Learners

In serving students who are English Learners, SOUL will adhere to all applicable state and federal laws and regulations. In accordance with Cal. Education Code § 52164.1, as required by the state, and in an effort to learn of our English Learners as soon as possible to be able to employ all necessary instructional support and services, SOUL will collect a Home Language Survey from every student upon enrollment. SOUL will use this information to document the number of students whose families speak a language other than English at home as well as to identify our students who will need to be assessed for their English language proficiency. These students will be assessed using the English Language Proficiency Assessment by CARLA (ELPAC), provided that the student has not been previously recognized as an English learner by another California public school or if there is no prior record of any ELPAC test results. ELPAC testing will be administered within the first 30 days from the start of the school year or within two weeks after the date of enrollment with consideration to transfer students.

English language proficiency of all English learners enrolled at SOUL will be assessed in accordance with the test contractor's directions and California Education Code guidelines. Accommodations will be offered to students with disabilities as listed in the Education Code if specified by the student's IEP or Section 504 plan. For students who are unable to participate in

the ELPAC test, according to the guidelines set forth in the student's IEP, an alternate assessment for English language proficiency will be administered. Parents will be notified of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days after receiving test results from the test contractor and annually each year afterward. Students will be monitored in conjunction with the California English Language Development Standards levels.

As specified in Education Code § 11512, SOUL will retain records of all students who participate in each administration of the ELPAC test. ELPAC testing will be used to fulfill the requirements for annual English proficiency testing. SOUL will adhere to all legal requirements in regards to the oversight and administration of the ELPAC test.

2. Support for English Learners

SOUL will create an environment in which non-English speaking families feel supported and welcomed. SOUL will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language. All meetings that involve parents or other members of the community will offer the appropriate translation services as needed.

Non-English speaking students will feel equally welcome and supported as we will create a community that values differences and diversity.

Inside SOUL's classrooms, teachers will engage in best practices to support EL's. EL's have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school tutoring/enrichment. SOUL's staff will continue to receive professional development in Specially Designed Academic Instruction in English as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

These practices include, but are not limited to: project-based learning with an emphasis on multiple ways of showing mastery of knowledge, heterogeneous groupings in core academic classes, supplemental pull-out instruction with a focus on academic language acquisition, after-school support and tutoring.

Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels. During these meetings, all students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL–Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English

- EL–Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL–With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that SSR is used to raise their reading fluency.

While SOUL's academic and holistic educational programs will utilize the supports listed above, our teachers will also utilize the following strategies in their instructional practices: (*These strategies are specifically used as they have been found to be advantageous to all students, not just English Learners.)

Six Key Strategies for Teachers of English Learners

1) Vocabulary and Language Development

- i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
- ii) Teachers will build on student's background knowledge.
- iii) Classrooms will reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) Guided Interaction (collaborative learning)

- i) Teachers will structure lessons and explorations so students collaborate and work together to understand what they read. Students will listen, speak, read, and write collaboratively about the academic concepts presented.
- ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social/emotional skills.
- iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

3) Metacognition and Authentic Assessment

- i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition), which is crucial to learning new concepts.
- ii) Teachers will use a variety of activities and assessments to check for student understanding, acknowledging that students who learn a second language will need a variety of ways to demonstrate their understandings of concepts that are not solely reliant on advanced language

skills.

iii) Teachers and students will make thinking visible- teachers will model this and students will be given strategies for how to show their process in arriving at an answer/solution. Thus, students and teachers will engage in the metacognitive aspect of learning.

4) Explicit Instruction

i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks and activities.

5) Meaning-Based Context and Universal Themes

i) Teachers will incorporate meaningful references from the students' everyday lives and use them as springboards to interest them in academic concepts.

ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.

iii) Teachers will provide students with opportunities to activate and draw upon prior knowledge via inquiry charts, brainstorming, and clustering.

6) Modeling, Graphic Organizers, and Visuals

i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

3. Specially Designed Academic Instruction in English (SDAIE)

SDAIE (also known as sheltered instruction) is a teaching style paramount to properly addressing a linguistically diverse classroom, especially considering the numbers of Limited English Proficient (LEP) students we anticipate serving. SOUL teachers will employ the following practices to support and enhance universal access of subject matter content for all students:

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note Taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.

- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

Students identified as English Learners are further tested in their primary language to determine proficiencies in listening, speaking, reading, and writing. The results of each student's assessments are sent to their parents or guardians in a language they understand. Results of student's designation and English proficiencies are reported annually to the state on the school's R30-LC report. Services are based on their ELPAC scores.

The structure of SOUL supports English Learners by:

- Less than or equal to 25 students per class (Khisty 2002; Garcia, 1993; Moschkovich, 2002; Celedon, 2004; Echevarria, 2000; and, CEMALA and TODOS organizations)
- Differentiated instruction in all classrooms
- Hands on learning that gives benefit to English Language Learning
- Family Partnerships and involvement helping to foster cultural awareness
- Teachers will make effective use of their CLAD training
- Explorations, Projects and Presentations that foster multi-modalities
- Visual Learning will be supported through process charts

How Students will be Monitored:

- ELPAC testing at the beginning of each year
- Student Language Achievement Survey per EL Student per semester
- Staff Language Achievement Survey per EL Student per semester
- Assessment through English Learning software or online assessments such as the English Language Proficiency Assessment (ELPA)
- Students will be tested in listening, speaking, reading, writing skills, and comprehension
- Staff observations according to a rubric
- All teachers will participate in ongoing staff development to address English Learner challenges and strategies.

Parent Notification and involvement:

The Director(s) shall send a notification of the results of English proficiency assessments to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and in the pupil's primary language. In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood. Parents/guardians also shall be notified of the results of any reassessments. Before pupils are enrolled in a program for English language

learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. These parents/guardians will also be encouraged to participate in the reclassification process.

English Learner Advisory Committee (ELAC)

When there are 21 or more English Learners at SOUL, parent/guardian ELAC shall be maintained to serve the advisory functions specified in law. Parents/guardians of English Learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school.

ELAC has 4 legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

- Development or revision of a master plan for English learner education for the individual school.
- Development of the school's needs assessment.
- Administration of the school's annual language census.
- Ways to make parents aware of the importance of regular school attendance

c. Plan for Students Who Are Academically High Achieving

SOUL is committed to providing additional academic challenges for students who are performing above grade level. The special needs of identified gifted and talented students will be primarily addressed through differentiated classroom instruction. SOUL's program for gifted and talented students and those performing above grade level will provide challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. Our criteria will extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Identification

The identification process as stated below will be based on consistent demonstration of advanced performance beyond what is expected for students earning an A (or achieving mastery) on our grading scale and on student work and assessments in addition to criteria described below, beginning with a referral by the student's teacher or parent/guardian (after consulting with the teacher). A Student Success Team (SST) will gather documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The SST will make a preliminary recommendation for consideration on the eligibility of the student to the director(s). When such a recommendation is made by the SST, the parent/guardian will be notified, in writing, of the student's eligibility. The recommendation

will be forwarded to a qualified provider for intellectual ability testing, for high achievement or specific ability designation. Students who meet the eligibility criteria described below will be classified as gifted and talented, and receive support as described below.

We anticipate that most student needs will be met by the engaging, challenging curriculum at SOUL. Every Exploration will be scaffolded in a way that allows all students, especially high achieving students, to continually challenge, and push themselves, to their highest levels. We are committed to working with students who are performing above grade level to ensure that they have the scaffolding and extension needed to truly challenge themselves academically. SOUL will continually evaluate students' achievement level to ensure high-achieving students can be quickly identified and served.

Students will be considered academically high-achieving based on the following criteria:

- Scoring advanced on the mathematics and/or language arts portion of the Smarter Balanced assessments from the prior year(s)
- Performing at a mastery level on 5 out of 6 Explorations at a time
- GATE testing results
- Parent, teacher, and self observations

Parent Notification and Involvement

SOUL will notify parents of their student's academic performance via report cards that will be sent home at the end of every 9 week exploration. Parents are also expected to attend the Student Led Conference at the beginning of each school year and Presentation of Learning that takes place at the end of each school year. Both of these events will provide parents a thorough understanding of where their student is in their progress and development.

Teachers will also work with parents and administration to outline strategies to use at home and in the classroom that adequately challenge high-achieving students.

Supports

SOUL believes that High-achieving students need to have continual opportunity to further develop and demonstrate their skills and abilities. In return, each Exploration will be differentiated so that all students can experience success at their highest level possible. High-achieving students will be provided with supplemental challenging high school curriculum and more challenging college courses to meet their learning potential. Students who find success when taking one college course will have access to take multiple courses while still meeting the CA instructional minute requirement for charter high school students. Other supports include:

- AP course options
- More challenging and rigorous college courses
- Support and assistance in achieving individual goals and desires

- In-depth development of projects based on individual interests
- Differentiated Instruction throughout the curriculum
- Opportunities for leadership and acquisition of mentoring skills
- Possible leadership positions which include:
 - Student Government
 - School Media
 - Development of Club Captain positions (example: school Documentary Club)
 - Flexible scheduling to allow for learning extensions outside the classroom including extended internships and greater entrepreneurial opportunities
 - Individual mentoring that focuses on extension activities outside of school

d. Plan for Students Who Are Academically Low Achieving

We believe that all children have the potential to thrive academically at SOUL. While students may come into our school performing significantly below grade level in some or all academic areas, it is our responsibility to ensure each child is properly assessed and supported. While the goal is to ensure every child is performing at or above grade level academically, we appreciate that students who are academically behind might be facing a special learning need or experiencing extenuating circumstances outside of school. We understand that these students will require additional academic, social, and emotional support to succeed.

SOUL is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. We anticipate that there will be students who enter SOUL achieving below grade level. Thus by providing additional supports in conjunction with our instructional program, we have created a plan to address the needs of students who are academically low achieving.

Identification and Assessment

Low-achieving students are those performing below grade level in core academic subjects. During the school year, SOUL seeks early identification of low-achieving students through formal and informal assessments, basic skills tests, standardized test results, Explorations performance, family discussions, and teacher observations. SOUL will implement Student Success Teams as outlined above for students in need of additional support.

Students may be considered academically low achieving based on the following criteria:

- Performing “Below Standard” on the Math or English Language Arts aspects of the Smarter Balance Assessment
- Performing far below grade level on basic skills tests
- Performing at a “Developing” level in 3 or more Explorations (see page 143 for our mastery based continuum)
- Teacher, Parent, and self observation

Parent Notification and Involvement

Both the administration and teachers will contact parents of low-achieving students in a responsive and timely manner. The students' Integra teacher will be the main point of contact between family and school. Integra teachers will communicate with parents both formally and informally, in person and by telephone. Integra teachers and students will examine their grades formally each month and Low-achieving students who are far behind schedule in more than one exploration will be identified. These students will attend after school tutoring twice a week for one month. Parents are notified of the tutoring requirement and parent/student/family teacher intervention meetings occur if needed. Low-achieving students and parents develop weekly goals and action plans with SOUL teachers and administrators.

Supports

SOUL will implement a Response to Intervention (RTI) approach to ensure students are monitored regularly to determine progress. This approach will be three-tiered and have multiple layers and accountability with goal setting. This diagnostic approach will inform teachers earlier and more frequently to ensure all students are identified and supported in their learning, and in all content areas.

Tier 1: Will consist of proactive prevention based on quality instruction that is Relevant, Applicable, Relatable, Experiential, and Engaging. As teachers introduce instruction, students' progress is monitored as teachers provide support and intervention.

Tier 2: Is based on targeted intervention by the family and school community including teachers, guides, parents, the student, and possibly even peers. This intervention is for students who do not show progress with regular instruction intervention. In Tier 2, students receive more individualized instruction and intervention. They may work in smaller groups to allow one-on-one instruction. During this process, teachers carefully evaluate the student's response to these interventions. Students who demonstrate the need for ongoing, intensive intervention will move into Tier 3.

Tier 3: Involves intensive intervention which will include the school administration and SST. Tier 3 is an ongoing, long-term program of diagnostic and prescriptive teaching. In this level, students receive individualized instruction for as long as is necessary for them to acquire the skills they need to experience success.

When a student reaches Tier 3 we will implement the SST process as explained above and outlined below.

Low achieving students will be referred to the Student Success Team (SST) process. A referral to initiate the SST process may be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions. The school will also recognize the need for an SST in the event of a direct request from the parent.

The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST, including but not limited to those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions.

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan will be discussed, implemented, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

In addition to SST's, SOUL supports low achieving students with:

- Small class sizes
- Differentiated Instruction
- Mastery based learning
- Teacher and mentor availability for students and families
- Innovative scheduling that allows for individualized instructional support
- Consistent communication with parents and families
- Technology assistance through the use of computer programs and tools
- Parent Programs and resources for parents to help their child
- Staff development opportunities that address the needs of low achieving students

e. Plan for Special Education Students

Teachers at SOUL will implement a variety of accommodations for students with disabilities as we recognize our responsibility to enroll and support students with disabilities. All teachers will receive ongoing professional development regarding special education policies, strategies, and classroom practices that support students with different needs. SOUL will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights. SOUL will comply with San Dieguito Union High School District guidelines, AB 602, and all California laws pertaining to special education students. To the maximum extent appropriate, all students with disabilities will be fully integrated into the programs of SOUL, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student

attending SOUL is properly identified, assessed, and provided with necessary services and supports.

1. Plan for students with disabilities

SOUL shall initially remain, by default, a public school of San Dieguito Union High School District for purposes of special education, pursuant to Education Code Section 47641(b). However, SOUL reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. In the event that SOUL is approved by a different authorizer and/or elects to be an LEA member of a SELPA, SOUL will consider and apply for membership in the following SELPAs: North Coastal Consortium for Special Education SELPA and the El Dorado County Charter SELPA. Upon acceptance in a SELPA, SOUL will provide the authorizer evidence of membership and a copy of the MOU between SOUL and the SELPA upon execution. A change in LEA status or SELPA membership shall not require a material revision of this charter. In the event SOUL applies for and is accepted into a SELPA as a LEA member, SOUL would then receive state and federal revenues directly, in accordance with the SELPA's allocation plan, and the description of SOUL's plan for serving students under the IDEIA as described herein would be revised accordingly.

SOUL shall comply with all state and federal laws related to the provision of special education instruction and related services and all District and/or SELPA policies and procedures; and shall utilize appropriate District and/or SELPA forms.

SOUL shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by SOUL shall be accessible for all students with disabilities.

2. Services of Students with Disabilities Under the IDEIA

The specific manner in which special education and related services will be provided and funded maybe set forth in a Memorandum of Understanding (MOU), delineating the respective responsibilities of SOUL and the District. The following provisions are meant to summarize SOUL's understanding of the manner in which special education instruction and related services shall be provided by SOUL and the District.

The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with state and federal law that requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and SOUL as agreed upon in a MOU:

SOUL intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the District and/or Special Education Local Plan Area (SELPA).

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, SOUL will seek services from the District for special education students enrolled in SOUL in the same manner as is provided to students in other District schools. SOUL will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services; for responding to record requests and parent complaints; and maintaining the confidentiality of pupil records. SOUL will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between SOUL and the District will be scheduled to review special education policies, procedures, protocols, and forms of the District and the SELPA, which will ensure that SOUL and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as SOUL functions as a public school of the District for purposes of providing special education and related services, SOUL anticipates that a MOU will be developed between the school and the District, which shall delineate the respective responsibilities of SOUL and the District with regard to the funding and delivery of special education and related services.

In accordance with Education Code Section 47646 and 20 U.S.C. 1413, the District will provide special education services for students enrolled in the school to the extent required by law. Specifically, the District will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide SOUL with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. SOUL reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

All students with disabilities will be fully integrated into the programs of SOUL, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending SOUL is properly identified, assessed and provided with necessary services and supports.

SOUL will meet all the requirements mandated within a student's Individualized Education Plan (IEP). The school will include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

SOUL will follow the District's IEP review process including a notice to the District within two school days of an IEP review.

SOUL will comply with Child Find requirements by taking the responsibility to find children with disabilities in our school.

3. Search and Serve

Upon the commencement of each school year, all students will be evaluated as a means of general class placement. Students may be evaluated from already-available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. No assessment or evaluation will be used for admission purposes.

If a student enrolls with an existing IEP, SOUL will notify the District and/or SELPA within 5 days. An IEP meeting will be convened within 30 days. SOUL shall have the responsibility to identify, refer, and work cooperatively in locating students at the school who have or may have exceptional needs that qualify them to receive special education services. Through collaboration between the faculty, parents and school leaders, SOUL will work to identify any students who do not currently have an IEP but may be in need of pre-referral interventions. The Student Success Team will convene weekly to review all referred students as well as student data across sub-groups, classrooms and more.

SOUL will implement District and/or SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. SOUL will follow District and/or SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. Parents will be informed that special education and related services are provided at no cost to them.

4. Referral for Assessments and Assessment

The referral process includes a formal, ongoing review of information related to students who are suspected of having special needs, and show potential signs of needing special education and related services. SOUL's primary internal method for referral for assessment will be the Student Success Team. The parent of any student suspected of needing, or qualifying for special education services may also make a referral for an evaluation. Any SOUL professional may also directly refer a student for formal assessment to see if he or she has a disability. SOUL may additionally choose to refer a student for services assessment through the provisions of a Section 504 Plan, if appropriate. After a student is referred for a special education assessment, SOUL will notify the District and/or SELPA of the assessment request

within 5 days of the receipt. SOUL will provide the student's parent or guardian with a proposed assessment plan within 15 days of the referral. Parents will be informed that special education and related services are provided at no cost to them. The parent will be given at least 15 days to provide written consent before conducting the assessment, and the assessment will be completed and an IEP meeting will be held within 60 days of receipt of parental consent for assessment. SOUL will be responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. A teacher or SOUL staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent approval. The types of assessments that may be used for determining eligibility for specialized instruction and services will be selected by SOUL, in collaboration with any hired service providers, and will generally be performed by a qualified psychologist and a nurse if applicable. Those assessments could include, but not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with SBE, CDE, or District and/or SELPA policies and procedures, SOUL will follow the below assessment guidelines. If a conflict with any of the prior mentioned agencies policies and procedures exists, then SBE, CDE, or District and/or SELPA policies and procedures will govern, and SOUL will revise these guidelines accordingly:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- The assessment will be conducted by a professional with knowledge of the suspected disability
- Multiple assessments will be delivered by qualified professionals to measure the student's strengths and needs
- Assessments will be selected and administered so as to not be racially, culturally, or sexually discriminatory
- Assessments will be administered in the student's primary language, and the results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills

- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Once the assessment is completed, SOUL will hold a meeting to review the results of the assessment and determine whether the student qualifies for special education by meeting the criteria for one of 13 disability categories under the IDEIA. This meeting is the initial IEP meeting described in detail below, and SOUL will give the student's parent/guardian the opportunity to participate. SOUL will be responsible for scheduling, coordinating, and facilitating the IEP meeting. If a student enrolls at SOUL with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, if needed, SOUL shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian.

5. Development, Implementation and Review of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. If the student is deemed eligible for services, SOUL will be responsible for providing specialized services according to the student's IEP. SOUL will ensure that all aspects of the IEP and school site implementation are maintained. SOUL will provide modifications and accommodations (as outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment. Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. The proposed IEP team at SOUL will consist of the following individuals:

- Director
- The parent or guardian of the student for whom the IEP was developed
- The student, whenever appropriate
- At least one core classroom teacher who is familiar with the curriculum or progress appropriate to that student
- At least one special education teacher
- If the student was recently assessed, the individual who conducted the assessment

Others familiar with the student may be invited as needed. SOUL views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. SOUL will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. When available, a SOUL teacher or staff member, fluent in the parent's native language, may serve as the interpreter with parent approval. If the parent(s) cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via webcam, or

meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state law and District/or SELPA policies, as applicable.

Upon the parent or guardian's written consent, the IEP will be implemented by SOUL. The IEP will include all required components and be written on District and/or SELPA approved forms. A copy of the IEP will be given to the parent/guardians in accordance with state laws and District and/or SELPA policies.

The elements of the IEP will include:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress will be measured and monitored, and when reports will be provided
- An explanation of the extent, if any, to which the student will not participate in general education
- Any accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments
- For students 16 or older, transition goals for work-related skills and services needed to assist the student in reaching those goals

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When the school seeks to suspend or remove the student for a period of 10 days or move for the same behavior, to determine if the student's misconduct was a manifestation of his/her disability
- If the parent/guardian, a SOUL staff member, hired service providers, or the student has communicated a concern about the student's progress.

The IEP team will formally review each student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting. Parents will be informed four times a year of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

6. Staffing and Professional Development

Although the District will hold ultimate responsibility for providing special education services (so long as SOUL operates as a school of the District for purposes of special education), SOUL is committed to ensuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of SOUL to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess a Special Education Credential. This teacher, along with the Director of SOUL, will be the primary representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at SOUL will also be involved in assuring that all IEPs and 504 plans are properly implemented.

The Director, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA. So long as SOUL operates as a school of the District for special education purposes, the District agrees to allow SOUL staff access to all special education related professional development opportunities that are available to other employees of the District. SOUL also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education and other agencies or companies.

7. Reporting

SOUL, in collaboration with the District and/or SELPA, will collect and maintain the following information on disabled students as required by IDEIA.

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners
- The number of students provided with test modifications and the types and the number of students exempted from assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from SOUL of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Director (or his/her designee). The Director will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The Director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

8. Due Process and Procedural Safeguards

Parents or guardians of students with IEPs at SOUL must give written consent for the evaluation and placement of their child; will be included in the decision-making process when change in placement is under consideration; and will be invited, along with teachers, to all conferences and meetings to develop their child's IEP. Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. The school will provide the parent with all notices of procedural safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year.

So long as the Charter School operates as a school of the authorizer for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, SOUL will participate cooperatively with the District to resolve the issues. The District will have sole discretion over legal representation, initiating the hearing and any appeals. Parents or guardians also have the right to file a complaint with the CDE or SBE if they believe that the school or SELPA has violated federal or state laws or regulations governing special education.

9. Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, SOUL shall work to defend the case. If a resolution session is required, staff from the authorizing SELPA may serve as a neutral facilitator.

10. Complaint Procedures

Parents or guardians also have the right to file a complaint with the SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

11. Special Education Strategies for Instruction and Services

As detailed throughout this petition, SOUL will employ a highly individualized model of instruction for all students, which will benefit all students with learning challenges. SOUL will utilize a Response to Intervention (RTI) model, and will also comply with the federal mandate of the least restrictive environment. SOUL will mainstream all of its students as much as is appropriate according to each individual IEP. Each student's IEP will require different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school.

SOUL will employ a variety of strategies to ensure student success for our Special Education such as differentiated instruction, scaffolding, individualized instruction, and RTI, those detailed extensively in the previous sections, and all will be in accordance with their IEP. SOUL may also contract with outside special education service providers depending on operational needs or specific requirements of the students' IEPs. Some of the potential contracted services may include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, and counselors. SOUL will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

For every student who is eligible to receive special education instruction and related services, SOUL will provide transportation as a related service if it is required to assist a child with a disability benefit from special education. As required for any special education program, transportation will be provided to meet the criteria for a free appropriate public education. As applicable, a student's IEP will describe how special education transportation is coordinated with regular home-to-school transportation, and will set forth an individualized plan for meeting the transportation needs of the student receiving special education.

12. Section 504 of the Rehabilitation Act

SOUL recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SOUL. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. SOUL is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

A 504 team will be assembled by the Director and shall include the Director (or his/her designee), parent/guardian, the student if needed, a qualified faculty member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Special Education Coordinator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with any long-term substitutes. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, the topics covered in the plan, needed modifications to the plan, annual reviews, and continued eligibility.

Element B: Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.”

-California Education Code Section 47605(b)(5)(B)

SOUL has clearly defined school wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

SOUL will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria: “(i) The subgroup consists of at least 50 pupils each of whom has a valid test score. (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B). The following chart delineates SOUL’ schoolwide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, SOUL will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition

1. SOUL Goals and Outcomes

At SOUL we know that in order for students to truly connect to their education and become lifelong learners, we must guide them in the process of uncovering and developing their skills, talents, and creative gifts. In doing so, our ultimate goal is to provide exceptional education that awakens individuals to know who they are, discover their passions and purpose, and thrive

holistically, to achieve both mental and life mastery. We are able to meet this objective through honoring the following goals and outcomes:

ACHIEVEMENT GOAL #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Goal #1a: All teachers will be considered Highly Qualified and fully credentialed in the subject areas and for the students they teach.

SOUL Action	Assessment	Performance Metric	Person(s) Responsible
Hiring Highly Qualified Teachers	CTC Credential Lookup and background verification	All core Exploration teachers will have valid teaching credentials and be "Highly Qualified"	Director(s) Administrative Assistant
Hiring process is thorough and complete	Multi step hiring process including interviews and mock lessons	100% of new hires will complete the SOUL hiring process.	Hiring team including Director(s), teacher(s), parent(s), and student(s)
Teachers assigned according to credential, degree(s), experience, preference, and expertise	Master schedule, credential, teacher assessment	100% of teachers will teach classes that they are certified to teach.	Director(s)

Goal #1b: All students will have access to curriculum and instruction that is aligned to appropriate standards.

School Action	Assessment	Performance Metric	Person(s) Responsible
Research of proven CCSS course material	Formative and summative data from other school implementation	At least one staff meeting every other week will be dedicated to sharing CCSS best practices.	Director(s) Teachers
Monthly professional development of curriculum and instruction	Professional development agendas, teacher evaluations	At least one staff meeting each month will emphasize curriculum and instruction.	Director(s) Teachers
Refining of curriculum	Teacher and student complete End of Explorations Reflections, improvements made based on reflection	All teachers and administrators will review the "End of Exploration Reflections" and make adaptations and improvements to curriculum as needed.	Director(s) Teachers Students
End of year reflection of curriculum	Student performance, teacher and student reflections and evaluations on End of Year Evaluation	All teachers and administrators will review and reflect on the "End of Year Evaluations", and student performance, to make improvements for the upcoming year.	Director(s) Teachers Students

ACHIEVEMENT GOAL #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Goal #2a: All SOUL teachers will improve their CCSS instructional practice by participating in ongoing CCSS professional development that addresses all learners and subgroups including Special Education students, students at or above grade level, students below grade level, and English Language learners.

School Action	Assessment	Performance Metric	Person(s) Responsible
Monthly CCSS professional development	Professional development agenda and teacher observations	At least one staff meeting per month will be focused on CCSS implementation.	Director(s) Teachers
CCSS professional development targeted to English Language Learners	Professional development agenda and teacher observations	At least one staff meeting every other month will be focused on English Language Learners.	Director(s) Teachers
Teacher led sharing of best practices	Lessons, activities, experiences, and learnings shared at staff and team meetings	SOUL will maintain a shared document where teachers will record best practices. Teachers will also share these practices at staff meetings.	Teachers
Outside ELD professional development	Implementation and effectiveness of learned PD practices	At least once a year, SOUL will bring in an outside expert to run a professional development focused on ELD.	Teachers Director(s)

Goal #2b: SOUL students will obtain mastery of the CCSS standards.

School Action	Assessment	Performance Metric	Person(s) Responsible
Inform students of CCSS for each Exploration	Exploration overview, Scope and Sequence	Each Exploration overview will list the CCSS that will be taught.	Administration Teachers
All Explorations are aligned with CCSS	Scope and Sequence Smarter Balanced Assessment	Teachers will teach each CCSS listed for their exploration.	Administration Teachers

Teachers hold high expectations for mastery for 100% of students	Teacher observations Smarter Balanced Assessment Students final grade	Teachers will assess all students on a mastery based scale at least three times per exploration.	Teachers Administration
Consistently benchmark student progress	Presentations Of Growth, Varied assessments including: tests, projects, self evaluations, surveys, conferences Performance reviews	Teachers will complete a formal assessment at least once every other week and informal assessments on an ongoing basis.	Administration Teachers

ACHIEVEMENT GOAL #3— PARENTAL INVOLVEMENT The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

Goal #3a: SOUL will establish and sustain parent education workshops to provide differentiated learning centered on parental development including: family communication, student support, holistic development, and other topics requested by our parent population.

School Action	Assessment	Performance Metric	Person(s) Responsible
Monthly parent education classes	Meeting sign in	SOUL will hold at least one parent education class each month.	Administration Parent Organization
Analysis of diverse subgroup parent participation	Meeting attendance compared with student demographics	SOUL will complete an analysis of diverse subgroups with parent participation in November of each year.	Administration Parents
Videotape parent education workshops so	Youtube account	Parent workshops will be recorded and uploaded to	Administration Parent

parents can access from anywhere, anytime		the school youtube page.	Organization
Establish diverse, relevant, and needed, parent education workshop topics	Parent survey	Parents will complete a survey at least once a year helping SOUL establish proper parent education workshop topics.	Parents Administration
Include engaging and inspiring speakers and presenters	Parent survey	Each parent workshop will include at least one guest speaker.	Parents Administration

Goal #3b: Establish then increase opportunities and resources to ensure all parents have opportunities to help make school decisions.

School Action	Assessment	Performance Metric	Person(s) Responsible
Monthly parent update and input meeting	Meeting sign in Agenda	SOUL will hold one parent update and input meeting each month.	Administration Parents
Develop a Parent Organization and hold monthly meetings	Meeting agenda and sign in	SOUL will develop a Parent Organization that will hold at least one meeting per month.	Administration Head of Parent Organization
Monthly parent education classes	Meeting sign in Agenda	SOUL will hold at least one parent education class each month.	Administration Parent Organization
Once a semester community meeting	Meeting sign in Agenda	SOUL will hold one community meeting per semester where the entire community is invited to receive an update on SOUL and provide feedback and help make school decisions.	Administration Parents

ACHIEVEMENT GOAL #4— STUDENT ACHIEVEMENT

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

- A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)
- B. Percentage of pupils who are college and career ready
- C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)

Goal #4a: All SOUL students will demonstrate competency and increase proficiency levels on appropriate standardized testing in: English, Math, Science, History, Visual and Performing Arts, Physical Education and English Language Development.

**CST Smarter Balance Goals: 2017/18
% Advanced and Proficient**

Content	9th	10th	11th	School
ELA	Base	Base	Base	Base
Math	Base	Base	Base	Base
History	N/A	N/A	N/A	N/A
Science	N/A	Base	N/A	N/A

**CST Smarter Balance Goals: 2018/19
% Advanced and Proficient**

Content	9th	10th	11th	School
ELA	+5%	+5%	+5%	+5%
Math	+5%	+5%	+5%	+5%
History	N/A	N/A	N/A	N/A

Science	N/A	+5%	N/A	N/A
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For Goals 4a:

School Action	Assessment	Performance Metric	Person(s) Responsible
ELPAC Assessment for English Learners	ELPAC Assessment	ELPAC assessment will be performed for English Learners at the beginning of each school year.	Administration
Daily checks for understanding school wide	Formative Assessments	Formative assessments will occur in each class, every day.	Teachers
Targeted remediation and extensions of instruction	Teacher Observations Student Academic Outcomes	Students will receive targeted remediation and extensions on a need be basis. This need can be established by students, parents, or teacher assessments or observations.	Teachers
Target population tutoring, scaffolding, and additional supports	Progress toward mastery	Tutoring will be offered after school hours. Scaffolding and other supports will be offered on a need be basis.	Teachers Students
Annual reflection, analysis, and goal setting	Analysis overview, breakout of subgroup, grade, gender, etc.	At the end of each year, all staff members will reflect using the End Of Year Surveys. They will use this reflection to set goals for the upcoming year.	Administration Director(s) Teachers Students Board Members

Goal #4b: Early intervention, additional instructional supports and tutoring programs will be implemented to ensure all students are supported in learning, especially English learners and Low Income students.

School Action	Assessment	Performance Metric	Person(s) Responsible
Ongoing assessment of Students, Teachers, and Administration that will help drive instruction.	Performance on Summative Assessments. 360 Degree assessment of self, peers, teachers, and administrators.	All teachers will perform at least one formal assessment for each student, every other week. Informal assessments of each student will be completed on a daily basis.	Students Teachers Administration
Monthly grade checks in Integra.	Teacher grade book	Each month, each Integra class will receive an update on each student's standing, in each Exploration.	Teachers Students
Tutoring for any student "Developing" on more than two explorations.	Tutoring Roster	All students who are listed as "Developing" in more than two explorations will be required to participate in after school tutoring at least two days a week.	Teachers

Goal #4d: 100% of all SOUL graduates will meet A-G requirements, complete one year of life skills and entrepreneurial classes, give a presentation of self, and complete a senior project.

School Action	Assessment	Performance Metric	Person(s) Responsible
Aligning Explorations, graduation, and A-G Requirements.	Transcripts	All SOUL graduates will complete their A-G requirements.	Administration
Students complete at least two years of life	Transcripts	All SOUL graduates will complete at least one year	Administration

skills classes.		of life skills classes.	
Students complete at least two years of Entrepreneurial classes	Transcripts	All SOUL graduates will complete at least one year of Entrepreneurial classes.	Administration
Presentation of Self explaining Passion, Path, and Purpose.	Presentation of Self Assessment	All SOUL graduates will give at least two Presentations of Self.	Students Parents Teachers
Completion of Senior Project	Annual report/summary of Senior projects	All SOUL graduates will complete a Senior Project.	Administration
Student Led Conferences involving student, parent(s) teacher(s)	SLC checklist	All SOUL students will complete at least one Student Led Conference per year.	Students Parents Teacher

Goal #4f: Increase the percentage of English Learner students showing growth towards English proficiency by 5% in each year until we reach 90%.

School Action	Assessment	Performance Metric	Person(s) Responsible
School administration and self scoring of ELPAC	ELPAC results	SOUL will administer and score the ELPAC test in the Fall of every school year.	Testing coordinator
EL focused instructional practices	Teacher observations Formative and Summative Assessments Questioning	Teachers will implement EL focused instruction on an ongoing basis.	Teachers Director(s)
EL Parent/student meetings	Meeting attendance	SOUL will hold at least one parent/student meeting for each EL student every year.	Administration Parents Students

Ongoing EL student monitoring	Formative and summative performance data	Teachers will assess the performance of EL students on an ongoing basis.	Teachers Director(s)
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ACHIEVEMENT GOAL #5— STUDENT ENGAGEMENT

The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. High school dropout rates
- D. High School graduation rates

Goal #5a: SOUL will maintain at least a 94% Average Daily Attendance (ADA).
Goal #5b: Less than 5% of students considered chronically absent.
Goal #5c: At least 95% of all SOUL students, and subgroups will graduate from high school
Goal #5d: Less than 5% of SOUL students will drop out of high school prior to high school graduation

School Action	Assessment	Performance Metric	Person(s) Responsible
Maintain accurate and timely school attendance	Canvas	Attendance will be taken by all Integra teachers every morning.	Teachers Administration
Communicate promptly with SOUL families	Phone Calls Email Canvas	SOUL administration will send out at least one school update every other week. Every teacher will communicate with each of their families, at least twice per exploration.	Teachers Administration
Attendance intervention	Attendance And attendance communication log	SOUL will call home after three absences in a single semester and require an intervention meeting after five absences.	Teachers Administration Parents Students
High School	Graduation rate	SOUL will hold a High School	Administration

Graduation Ceremony		Graduation at the end of every school year.	
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ACHIEVEMENT GOAL #6— SCHOOL CLIMATE

The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

A. Pupil suspension rates

B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Goal #6a/6b: SOUL will maintain suspension and expulsion rates of less than 5% each year.

School Action	Assessment	Performance Metric	Person(s) Responsible
Creation of positive school culture and community	Culture and community assessment	At least 85% of students will report being "satisfied" or "very satisfied" with the school culture and community on their annual Culture and Community Assessment.	Students Teachers Parents
Student expectations are clear, enforced, and consistent across all students	Discipline documentation, Class expectations	Each class will have an agreed upon set of expectations posted and signed by each student.	Teachers
Class council for behavioral issues	Class council agenda	Every Integra class will keep a class council agenda recording each topic placed on the agenda and the agreement the class reached.	Teachers Students
Parent, student, and staff meetings for repeated or severe behavioral issues	Meeting documentation	SOUL will hold a parent/student conference for any student who has three minor behavioral issues or one serious issue.	Administration
Consistent and fair	Suspension Data	All students will receive	Administration

implementation of Ca Ed Code consequences	Expulsion Data	consistent and fair implementation of CA Ed Code consequences.	
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Goal #6c: At least 85% of parents and students will report being either satisfied or very satisfied with the culture and safety of SOUL.

School Action	Assessment	Performance Metric	Person(s) Responsible
SOUL Culture and Safety Assessment	Assessment data	At least 85% of SOUL's community will state they are either, "satisfied" or "very satisfied" with the school culture and safety on their end of year survey.	Students Parents Administration
Monthly parent school events and communication	Phone calls Email Weekly newsletter Parent Classes	SOUL will send out updates at least once every other week, and hold at least one parent class each month.	Administration Teachers
Regular parent volunteer opportunities	Attendance logs	Each exploration will have at least one opportunity for parental involvement.	Parents Administration
School open door policy	Parent sign in	Parents will be welcome on the SOUL campus at all times.	Parents Administration
Formation of Parent Advisory Council	Council logs Parent participation	The Parent Advisory Council will be established by the end of SOUL's first semester.	Parents Administration

ACHIEVEMENT GOAL #7— COURSE ACCESS

The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Goal #7a: SOUL will establish and continually increase the course offerings (Explorations) by adding at least two new Explorations each year until we have a total of at least 5 Exploration options for each subject area including: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, college courses, and career technical education to meet the needs of all students, including English Learners, and Low Income students.

School Action	Assessment	Performance Metric	Person(s) Responsible
CCSS curriculum and resources are designed to meet the needs of all learners.	CCSS Standard performance	All Explorations will be differentiated and scaffolded so that all learners can master the standards.	Teachers Administration
Professional development on ELD standards and scaffolding	EL students performance data	At least one staff meeting every other month will focus on ELD standards.	Teachers Administration
Ongoing refining of CCSS curriculum based on students standard knowledge	Formative and Summative assessment	Teachers will cover each standard listed in their Exploration, continually working to meet the levels of their students.	Teachers
Annual end of year	Student data	All staff will reflect on their	Teachers

curriculum and instruction debrief	Implementation reflection	curriculum and instruction with help of their End Of Year Survey results.	Students Administration
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Goal #7b: 75% of students with an IEP will meet stated goals.

School Action	Assessment	Performance Metric	Person(s) Responsible
SOUL will ensure Free Appropriate Public Education (FAPE) is met for all students with an IEP	IEP's	All SOUL students with IEP's will receive Free Appropriate Public Education.	Special Ed Director Administration
Special education students will received general education instruction when possible and most-appropriate	Student Schedules	SOUL will implement an inclusion model where Special Education Students will be in the general education classes when possible and most appropriate.	Teachers Special Education Staff Director(s)
Monitoring of student progress towards goals.	Assessments, work samples, reflections, observations, outcomes	Teachers will use ongoing assessments to monitor each students progress towards class goals. Each student will be graded on the Explorations Mastery scale at least three times per Exploration.	Teacher(s) Special Education staff IEP team
Home-school communication at least once every other week.	Log of phone calls and emails	School updates will be sent to every student with an IEP at least every other week.	Teacher(s) Special Education staff

ACHIEVEMENT GOAL #8— STUDENT PERFORMANCE

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable.

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

Goal #8a: 98% of students will take CCSS aligned assessments at least twice per exploration.

Goal #8b: SOUL student performance will show annual increase of “percent advanced/proficient” on annual mandated standardized tests.

Goal #8c: 100% of SOUL students will engage in Common Core/CA Standard knowledge analysis and goal setting after receiving benchmark and assessment data.

School Action	Assessment	Performance Metric	Person(s) responsible
Monthly assessments created and directly aligned to CCSS standards.	Assessments	Each exploration will have monthly assessments to assess students competency with each standard.	Teachers Director(s)
Assessments Analysis staff development	Staff development agenda	At least one staff development per quarter will be focused on assessment analysis.	Administration Teachers
Test taking skills and practice	Test taking skills lesson plans	Each Integra teacher will teach test taking skills each year and students will take practice tests leading up to the mandated standardized tests.	Teachers

Practice and remediation of CCSS standards in need	Assessments	All students will practice the CCSS on a daily basis and receive remediation on a need be basis.	Teachers
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2. SOUL's Personalized Goals

SOUL's personalized goals have been aligned to our mission statement: Provide exceptional education that awakens individuals to know who they are, discover their passion and purpose, and thrive holistically, to achieve both mental and life mastery.

As SOUL's foundation is based in our culture, our personal goals begin there. We then have one personalized goal for each aspect of our mission statement as we're committed to ensuring that we uphold our mission.

SOUL Goal 1- Culture:

GOAL: Upon completing an end of year survey, at least 80% of students will state that they enjoyed being at school and felt that they were a part of a safe, kind, and caring community

EXPLANATION: We recognize the significance that culture plays in creating a positive and inspirational environment that every member of our community desires to be a part of. Therefore, the foundation of SOUL is based on creating a conscious and intentional culture where students, teachers, and school staff honor the guiding values of mindfulness, freedom, authenticity, and safety. We believe that by rooting these values throughout the entire foundation, we establish a purposeful culture that permeates beyond the school. In doing so, SOUL creates a united culture, connecting the lives of our students with their families, community *and* school in a way that allows us to work harmoniously to make our mission a reality.

OUTCOMES:

- SOUL will maintain an average daily attendance (ADA) of 95% or higher.
- Less than 10% of students will report being the victim of emotional or physical violence as evidenced by the end of year survey and school documentation.
- At least 90% of students will report having positive relationships with their teachers and peers on the end of year survey.
- Students will be actively engaged as evidenced by informal teacher observations, formal classroom observations, daily attendance, and academic success rates.
- The school culture will demonstrate intelligence, mindfulness, freedom, excellence, safety, and authenticity.

Goal 2- Know Who You Are and Discover Passion and Purpose:

GOAL: 100% of SOUL graduates will demonstrate an understanding of who they are by giving a Senior Presentation of Self, demonstrating their passions and purpose by declaring an Integra center, choosing a post secondary path, and demonstrating annual growth on their holistic assessments in Integra.

EXPLANATION: At SOUL, we believe that getting students in touch with their passions and purpose is one of the primary goals of education. This belief causes us to place an emphasis on guiding students toward realizing their dreams while helping them create bridges to get there. We recognize that every individual is on their own personal path so we strive to connect students with their individualized passions and purpose so that they can consciously pursue the life that is best for them. When students find this vision for their future they often achieve an internal motivation that drives them to live a life of passion and purpose.

OUTCOMES:

- Graduates choose a post secondary path that is aligned with their strengths, morals, values, and goals.
- All students have an understanding of their strengths and weaknesses and are able to effectively work with both.
- Student have a clear understanding of their morals, values and goals.
- All students have the ability to speak to who they are and who they are working to become.

Goal 3- Thrive Holistically:

GOAL:

100% of students will take Integra class and demonstrate annual progression holistically in regard to their mental, emotional, social, physical, and personal self.

EXPLANATION: We acknowledge that in order to thrive and live an extraordinary life, mental, emotional, social, physical, and personal development are just as important as academic skills. At SOUL, students understand the importance of gaining these skills and are motivated to thrive holistically as well as academically. Our holistic program is interwoven among all that we do empowering students to gain the skills they need to live their best life.

OUTCOMES:

- Students will demonstrate increased mental power and aptitude.
- Students will develop the social skills necessary to cultivate and maintain healthy relationships and communicate effectively.
- Students will express a higher level of emotional intelligence by being able to regulate their emotions, confidently express themselves, and empathize with others.
- Students will utilize personal development to draw upon strengths, improve upon

weaknesses, have a strong sense of self and a plan for their future.

- Student will take interest in and improve upon their physical well-being by integrating an exercise routine, nutrition plan, and personal development practices suitable to their health.

Goal 4- Mental Mastery:

GOAL: 100% of SOUL graduates have gained the ability to research and learn independently, test successfully, write effectively, present powerfully; and can clearly explain the impact their mind has on their everyday life.

EXPLANATION: When an individual learns how to effectively use their mind it becomes their greatest tool. We at SOUL pride ourselves on guiding students towards gaining mastery over their mind empowering them to harness this powerful gift. Through project based and experienced based learning, students learn *how* to think by having to use their mental capacities to think critically, analytically and divergently in order to successfully complete their projects, tasks and assignments. As a result of a mentally demanding curriculum, students gain the ability to be creative, problem solve, interpret, research and apply their understandings universally. Thus, learning extends far beyond the walls of the classroom. As a result of understanding how the standards are used and applied in everyday life, we guide students to master the skills that they will use throughout their life.

OUTCOMES:

- Students use an inquisitive mind to draw conclusions about what they've learned.
- Students apply their learnings to their everyday life.
- Students become lifelong learners with the ability to learn what they want, when they want.
- Students apply problem solving skills and test taking strategies to succeed on tests.
- All students authentically present their knowledge and understanding of themselves and other topics.
- All students regularly publish final writings.
- All students can articulate how they use their mind to create their reality.

Goal 5- Life Mastery:

GOAL: 100% of SOUL graduates will successfully complete: A-G requirements, at least one year of entrepreneurial courses, two Life Skills classes, a Senior Project, two professional internships, and take at least 8 Extracurricular Explorations of their choice

EXPLANATION: We understand that no matter what job or lifestyle an individual chooses to pursue, there are life skills that they need in order to achieve real success. These are the skills that well rounded individuals have to call upon when needed. They are also the skills

that we need to keep our life running smoothly and effectively. Through the A-G requirements, professional internships, and extracurricular classes, students at SOUL achieve the essential life education that they need to successfully navigate each area of life after school.

OUTCOMES:

- Students gain experiences, wisdom, and real life skills that they can apply to their daily life.
- Students are confident and prepared to enter personal and professional environments.
- Students have the skills, abilities, and awareness that enables them to thrive rather than survive.

Element C: Assessment

"The method by which pupil progress in meeting those pupil outcomes is 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."

-- California Education Code Section 47605(b)(5)(C)

1. DATA ANALYSIS AND REPORTING

Data is irrelevant without critical analysis. As Paul Bambrick-Santoyo writes in *Driven by Data*, "effective data-driven instruction is almost always premised by...assessment, analysis, action, and culture." After formal and informal assessments are given, data will be collected and shared with teachers for thorough analysis. Diagnostic assessments, including the MAP, will be administered at the start of each school year, as well as during the school year, as needed, for students entering off the waiting list. These results will determine a baseline for students in English Language Arts (ELA) and Math. Assessments will be administered by teachers, and data will be entered into a school-wide database by the Office Manager. The Directors(s), Grade-Level Leads, and Department Chairs will review the data and share it with the teachers.

These data points will then help teachers plan the month to month and day to day, implementation of their explorations, and will further inform their differentiation and instruction. Interim assessments will be administered in the middle of each quarter and comprehensive exams and/or presentations will be given at the end of each quarter.

At least one staff development each quarter will be a "Data Day" where teachers and school leaders will meet to closely analyze data. This analysis will inform a variety of school-based decisions:

- Instructional decisions (how to teach) – for example, using data to determine the efficacy of small group versus whole group instruction, and planning accordingly.
- Curricular decisions (what to teach) – for example, re-teaching and reordering objectives in an upcoming unit to better meet students' needs based on scores from interim assessments.
- Professional development decisions (how to support teachers) – for example, teaching staff how to create both homogeneous and heterogeneous small groups based on students' assessment scores.
- Differentiation decisions (how to support students) – for example, determining which students are to be assigned to after school tutoring for an upcoming six-week period based on interim assessment scores.

Specifically, data will allow us to strategically create both class-wide and individual action plans to address areas of strength and weakness on an ongoing basis. These plans will identify:

- Skills and concepts to be retaught to the entire class

- Skills and concepts to be retaught to small groups during class
- Skills and concepts to be retaught to individual students
- Opportunities for teachers to strengthen instructional techniques during professional development

Teacher-created formative assessments will inform daily and weekly lesson planning. Teachers will meet in content-area and grade-level teams to review data generated from daily student work. These meetings will take place during staff meetings and grade team and subject team meetings. This data analysis will help ensure that all students are progressing toward mastery, and will allow teachers to make adjustments to instructional plans and delivery to address students' needs.

An essential part of data will be communication with parents. All parents and guardians will know their child's reading level, academic performance, and behavioral performance. Following the beginning-of-year diagnostics, parents will receive phone calls from their child's Integra guide explaining the student's incoming reading and math levels, their holistic assessment, and what interventions the school will use to work with their child. Parents will also receive information through students' digital portfolio, ongoing assessments, Student Led Conferences, exhibition night, Presentations Of Learning, and report cards. Students will also use the first several minutes of Integra to plan and prepare for their day and ensure they have all required assignments and materials. Integra guides will meet with students individually on a weekly basis to review Academic and Holistic progress reports. These structures remain in place throughout both middle school and high school, though the formats will change as students get older to allow for more independence.

These reports will highlight student successes, areas of growth, and will provide a clear window into a student's daily experience at school. Furthermore, all grade books will be linked to a program like Canvas, an online gradebook, where parents will have unique login information to get live updates when teachers update scores. Frequent collection of data also will inform SOUL oversight by the Board of Directors. Academic dashboards including interim and comprehensive assessment data will be reported to the Board of Directors at the end of each school year. This will provide the Board a comprehensive picture of school performance throughout the year to go along with the summative performance reports from the MAP assessment and the California State Test/Smarter Balanced Assessment.

All student achievement data and student information data kept in a school information system like Canvas will be available for reporting purposes including the School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups including but not limited to ethnicity, gender, English Learner, socio-economically disadvantaged students, and students with disabilities.

2. METHOD OF ASSESSMENT

The School Of Universal Learning will measure the school specific goals listed above with the following outcomes and assessments:

Goal	School Outcomes	Assessment
1	SOUL will maintain an Average Daily Attendance (ADA) of 95% or greater	<ul style="list-style-type: none"> • Attendance reports
1	<p>Less than 10% of students will report being the victim of emotional or physical violence as evidenced by the end of year survey and school documentation.</p> <ul style="list-style-type: none"> • At least 90% of students will report having positive relationships with their teachers and peers on the end of year survey. 	<ul style="list-style-type: none"> • End of year survey • Behavioral Documentation
1	<ul style="list-style-type: none"> • Students will be actively engaged as evidenced by informal teacher observations, formal classroom observations, daily attendance, and academic success rates. 	<ul style="list-style-type: none"> • Daily informal observations • End of year survey
1	<ul style="list-style-type: none"> • The school culture will demonstrate intelligence, mindfulness, freedom, excellence, safety, and authenticity. 	<ul style="list-style-type: none"> • End of year survey • Experiences and feedback of visitors and school community

SOUL students will attain the following goals:

Goal	Student Outcomes	Assessment
1	Students will have positive relationships.	<ul style="list-style-type: none"> • End of year survey • Presentation of Growth
2	All graduates have the confidence and skillsets needed for the post secondary path of their choice.	<ul style="list-style-type: none"> • Presentation of Self • Four year follow up
2	All students have an understanding of their strengths and weaknesses and are able to effectively work with both.	<ul style="list-style-type: none"> • Presentation of Growth • Personal Growth Plan • Teacher observations • Life Book
2	Students have a clear understanding of their	<ul style="list-style-type: none"> • Presentation of Self

	morals, values and goals.	<ul style="list-style-type: none"> • Personal Growth Plan • Life book • Dialogue with teachers, family and friends
2	All students have the ability to speak to who they are and who they are working to become.	<ul style="list-style-type: none"> • Presentation of Self • Presentation of Growth • Life Book • Dialogue with teachers, family and friends
3	Students will demonstrate increased mental power and aptitude.	<ul style="list-style-type: none"> • A-G requirement assessments • CAASPP/Smarter Balance • CSTs in Science • ELPAC • Report Card • Presentation of Growth
3	Students will develop the social skills necessary to cultivate and maintain healthy relationships and communicate effectively	<ul style="list-style-type: none"> • End of year survey • Presentation of Growth • Report Card
3	Students will express a higher level of emotional intelligence by being able to regulate their emotions, confidently express themselves and empathize with others.	<ul style="list-style-type: none"> • Life Book • Presentation of Growth • Report Card
3	Students will utilize personal development to draw upon strengths, improve upon weaknesses, have a strong sense of self and a plan for their future.	<ul style="list-style-type: none"> • Presentation of Growth • Life Book • Personal Growth Plan
3	Students will take interest in and improve upon their physical well-being by integrating an exercise routine, nutrition plan and personal development practices suitable to their health.	<ul style="list-style-type: none"> • Report Card • Life Book
4	Students use an inquisitive mind to draw conclusions about what they've learned.	<ul style="list-style-type: none"> • A-G requirement assessments • Informal teacher observations • Life Book
4	Students apply problem solving skills and test taking strategies to succeed on tests.	<ul style="list-style-type: none"> • Smarter Balance Assessment • SAT test • In class tests
4	Students apply their learnings to their everyday life.	<ul style="list-style-type: none"> • A-G requirement assessments • Life Book • Report Card
4	All students will regularly publish final writings.	<ul style="list-style-type: none"> • Digital Portfolio/Blog • In class assignments

4	All students can articulate how they use their mind to create their reality.	<ul style="list-style-type: none"> • Presentation of Self • Presentation of Growth • Conference with school staff • Dialogue with family and friends
5	Students gain experiences, wisdom, and real life skills that they can apply to their daily life.	<ul style="list-style-type: none"> • Project Rubrics • Internships evaluation form • Extracurricular classes • In class experiences
5	Students are confident and prepared to enter personal and professional environments	<ul style="list-style-type: none"> • Internship evaluation form • Life Book • End of year survey
5	Students have the skills, abilities, and awareness that enables them to thrive rather than survive.	<ul style="list-style-type: none"> • Presentation of Self • Presentation of Growth • 4 year follow up

3. STANDARDS BASED ASSESSMENTS

The SOUL academic program is standards-based in alignment with the Common Core standards. Performance assessments are evaluated with the use of benchmarks and rubrics and are analyzed on a regular basis to help drive the School's educational program. The rubrics are used to inform students and parents about the student work.

SOUL plans to use the following assessment and reporting tools:

- Will fully participate in the CAASPP System
- NWEA MAP Test to measure reading recognition, spelling, and arithmetic computation for grade achievement. This will be performed within the first 6 weeks of school each year. Results will be used by school staff to identify students current levels.
- Classroom assessments to measure achievement and in each subject area. These will be ongoing assessments that will be shared with students and families via report card at the end of each exploration (every 9 weeks)
- ELPAC to measure progress for ELL students. ELPAC will be taken every fall and the results will be shared with students/parents/guardians via email. Parents/guardians will have the option of scheduling a meeting to discuss these results.
- Digital Portfolios (DP's) of student-selected work, reflections, and goals. Each student will upload at least one work sample per Exploration to their DP. DP's will be available for parents/guardians to access at all times.
- School-created questionnaires regarding school culture, academic program and performance, personal goals and interests, and overall thoughts and feelings to be completed by students, staff, and parents/guardians at the end of each semester. Results will be compiled and shared via newsletter.

- Presentation of Self and Presentation of Growth rubrics to be completed for each student by Integra class once per year. Student will receive packet of rubrics to review for reflection.
- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects. These will be performed and shared on a need be basis, at least once per exploration.
- Student evaluations of teachers will take place at the end of each Exploration. Teacher will receive all results.
- School-maintained records of attendance and suspension. Report to be completed by administration at the end of each school year and shared with school board.

4. ADDITIONAL ASSESSMENTS

The major assessment we use at SOUL is our Presentations Of Growth (POG's). These presentations take place twice a year, towards the end of each semester, and serve as a final exam. Presentations of Growth consist of students standing before their peers and parents, and giving a presentation that explains the learning and growth that took place for them over the course of the semester. POG's should include successes, struggles, reflection, and demonstrations, and should address each of the 5 parts of the individual: mental, social, emotional, physical, and personal. Each presentation will be followed by about ten minutes of questions and answers between the audience and presenter. The audience will then assess each P.O.G utilizing a rubric.

Exhibitions nights will also take place at the end of each semester providing students with the opportunity to showcase the projects created throughout the semester. These exhibitions will be attended by community members, parents, professionals, and other students allowing for students to receive authentic feedback on their progress and success.

Our other assessments will include report cards, Students' Life Book, student led conferences, teacher created rubrics, peer and self assessment, and teacher observation.

5. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS AND ELL

When giving standardized exams and other formal assessments, SOUL will provide all students with special needs the accommodations listed on their IEP. These accommodations often include testing in a separate room, extra time, and the opportunity to take breaks, all accommodations that will be provided by the school's special ed staff and classroom assistants. The same philosophy will be applied with ELL students and the accommodations they are offered.

6. GRADING

SOUL assesses students academically on a mastery based continuum. Academically, we provide exceptional education where students are continuously challenged mentally. Therefore, we are dedicated to ensuring every individual is able to attain academic success with the goal of achieving mental mastery. The SOUL community will be united by a school culture that expects every student to succeed. In order to foster this mindset, students must be intrinsically driven to reach mastery and take personal responsibility over their education. Thus, our school culture also supports a growth versus fixed mindset where students are acknowledged for their process, rather than seeing their intelligence as fixed. As a result, SOUL does not assess students according to the traditional A-F gradescale. Instead, all student progress is assessed using a continuum as follows: Developing (0-59%), Progressing (60-69%), Approaching (70-79%), Achieving (80-89%), and Mastering (90-100%).

SOUL will implement a highly consistent and clearly defined mastery-based grading system across the school in all classes and at all grade levels. Implementing mastery-based grading will help to ensure that our students progress from grade to grade ready to take on the new challenges, expectations, and academic standards that come with each level of education. Below is the mastery Based Continuum that SOUL will implement.

Mastery Based Continuum				
Developing	Progressing	Approaching	Achieving	Mastering
0-59	60-69	70-79	80-89	90-100

90-100=Mastering: A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.

80-89=Achieving: A student earning a B in a course is working toward achieving mastery with the content standards.

70-79=Approaching: A student earning a C in a course is approaching mastery with the content standards.

60-69=Progressing: A student earning a D in a course is progressing toward mastery but is not yet demonstrating a consistent level of basic competency with the content standards.

0-59=Developing: A student earning an F in a course is at the beginning stages of developing mastery and is therefore not yet demonstrating basic competency with the content standards.

In terms of their progress, students will understand whether they are Developing Mastery, Progressing toward Mastery, Approaching Mastery, Achieving Mastery or are Mastering their learning. Thus, rather than utilizing grades to measure progress, students come to recognize where they are academically, and are able to articulate their growth process.

As SOUL's mission is to guide students towards both mental and life mastery, we also assess and benchmark students according to their holistic development. We strive to assess all aspects of learning: academically, socially, emotionally, physically, and personally because we understand that learning is multidimensional. While this is not data that is typically collected, it is fundamental to a student's overall success.

Traditionally, students are only given academic grades according to their mental ability. However, because SOUL addresses and assesses students' growth holistically, each exploration taken, will also be evaluated accordingly. Therefore, students' final evaluation for each exploration, includes all relevant building blocks of the self, specific to that exploration. For example, if an exploration includes all five building blocks, the student's evaluation would be broken down accordingly: Mental=20%, Emotional=20%, Social=20%, Physical=20%, Personal=20% Total=100%.

(See sample SOUL Report Card that encompasses how students are assessed both academically and holistically, in appendices)

Element D: GOVERNANCE

The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.”

-California Education Code Section 47605(b)(5)(D)

The governance structure of SOUL will be organized to meet the needs of all our employees and our students. Each level of school governance will work to support and advance the mission, vision, and stated goals of the charter.

1. OPERATED BY NONPROFIT PUBLIC BENEFIT CORPORATION AND LEGAL COMPLIANCE

SOUL will be a directly funded, independent charter school operated pursuant to Education Code section 47604(a) by a California nonprofit public benefit corporation named SOUL Charter School, Inc. SOUL Charter Inc. was incorporated on July 19, 2016 (see Articles of Incorporation in Appendices) and is in the process of obtaining its 501(c)(3) tax-exempt determination. SOUL Charter School, Inc. shall be solely responsible for the debts and obligations of the School and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

As outlined in Education Code section 47604(c) with the San Dieguito Union High School District shall not be liable for the debts or obligations of the Charter School.

To the fullest extent permitted by law, the school shall indemnify, defend, save, and hold the District and its, the Board of Trustees, the Superintendent, employees, officers, subcontractors, agents and authorized volunteers (collectively "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the School from conduct or omissions by the School or by its employees, officers, directors, subcontractors, or agents. SOUL further identifies its commitments to hold the District harmless from financial obligation in the event of an unbalanced budget; whether or not the School's legislatively guaranteed income sources arrive, SOUL will not hold the District responsible.

The School shall comply with all applicable federal, state and local laws and regulations, including all applicable reporting requirements. The School shall implement the provisions of charter school legislation and the regulations applicable to charter schools adopted by the State Board of Education, as well as the California Department of Education (CDE) directives

regarding charter schools. SOUL assures that the School's accounting system shall follow District approved accounting practices and generally accepted accounting principles.

2. PARENTAL INVOLVEMENT

Parent and community involvement in the governance of SOUL is assured by virtue of their participation in voluntary parent orientation night, parent workshops, volunteer opportunities in the classroom, Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC) and School Site Council (SSC). SOUL parents and all community members are also welcome to attend SOUL Charter School, Inc. board meetings and share commitments to the School's board of directors. Each of these participation opportunities will be shared in monthly newsletters.

The PTA will be open to all parents who would like to join. The PTA will meet once a month on the School campus. The PTA president will report a summary of the meeting with the director(s) of SOUL. The association will give parents an opportunity participate in certain elements of the school such as planning and implementing school events and fundraisers. Parents of SOUL students will be encouraged to participate in the educational process of their children but the School shall not require, as a condition of enrollment or otherwise, a parent or guardian of any prospective or enrolled student to perform volunteer service hours or to pay any fees.

The ELAC, as required by law will be comprised of parents of English Learner students, staff, and community members, and will advise school officials on English Learner programs and services. Parents of English Learners will comprise at least the same percentage of ELAC membership as the English Learners constitute of the school's student population. This means that if 30% of the schools students are English Learners, at least 30% of the ELAC members will be parents/guardians of English Learners. The ELAC will be responsible for the following:

- advising the administration and staff on programs and services for English Learners

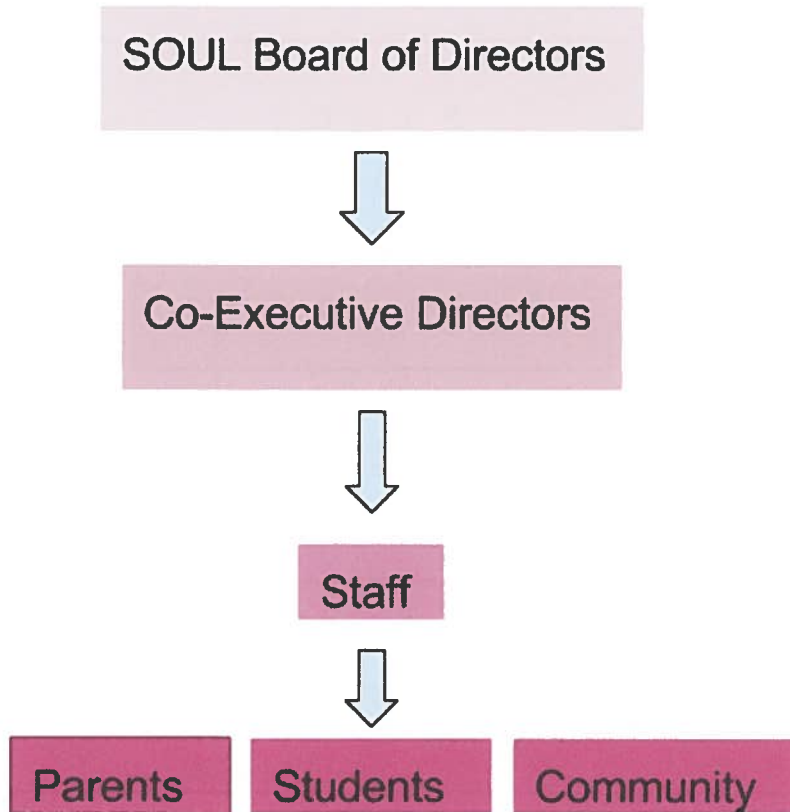
And the ELAC will assist the School in developing:

- The School's needs assessment.
- The School's annual Home Language Survey.
- Ways to make parents aware of the importance of regular school attendance.

The SSC, as required by law, will consist of parents, employees, and students who will work with the principal to develop, review, and evaluate school improvement programs and provide input on the School's budget. Members of the SSC will be elected by their peers and serve a two year term. The SSC will meet once a month to meet the general goal of helping improve the school.

3. ORGANIZATIONAL CHART

The following chart demonstrates the flow of governance from the Authorizing District down through the student.



SOUL will be governed by SOUL Charter School, Inc.'s Board of Directors, which will oversee the School's Co-Executive Directors. SOUL is managed and its powers exercised under the ultimate jurisdiction of the Board, in alignment with the authorization of the District.

The Board's primary method for executing its responsibility is the development and adoption of policies and procedures to ensure that the School is fulfilling its mission and that its operations are in compliance with the charter, and applicable federal and state laws. The Co-Executive Directors shall be responsible for implementing the policies and procedures set by the Board

Day-to-day functions of SOUL are delegated to the Co-Executive Directors and, by the Co-Executive Directors, to the SOUL staff. They will implement SOUL's educational program, Universal Learning. They will also be the primary way to connect the SOUL Board to the parents and the community.

4. BOARD OF DIRECTORS AND MEETINGS

The SOUL Board shall be composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the School. SOUL shall offer a new member orientation and training for new board members and also conduct a biannual retreat so that all board members can become acclimated to the important aspects of SOUL. The School's Governing Board will include between five (5) and nine (9) board members. Except in the event of a Board vacancy, the Board will maintain an odd number of members to prevent tie votes. With diversity being a key to an effective board, the SOUL board will represent the community-at-large, higher education, the business community, and the school community. While not all of these groups may be represented at all times, the board will always consist of some combination of these representatives and other needs of the school. These other needs may include public relations, financial and fundraising experience, legal experience, representation, education program, nonprofit management, ELL, human resources, personnel management, marketing, or strategic planning. All board members will have experience be an expert in at least one of these areas, and ideally, be proficient in many. Board members shall hold office for two years and there will no limitation upon the number of consecutive terms to which a Director may be re-elected in accordance with the the bylaws. All new members will be selected by the currently seated board. The board members terms will be staggered so that all seats do not become available in the same year. This means that our founding board will serve terms between one and 3 years. Future board members will serve 2 year terms. When filling these future seats, the board will recruit individuals with a track record of success in their particular sectors and an alignment and commitment to the vision of the school. SOUL Charter School, Inc. will always have a president, secretary, treasurer, and the District reserves the right to appoint a single representative to the SOUL Board pursuant to Education Code section 47604(b).

All meetings of the Board of Directors shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Meetings of Board committees shall also comply with the Brown Act, as may be required. The Board of Directors shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This annual meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors, and shall be held at any place in the jurisdictional boundaries of the School.

The Board of Directors shall also meet monthly (except for the month of August) and as needed. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. As provided in the Brown Act, at least 72 hours before a regular meeting, the secretary of the Board of Directors, or another School employee, shall post an agenda (on the SOUL website and on campus in a visible area) containing a brief general description of each item of business to be transacted or discussed at the meeting. The Board will hold special meetings as needed. The specific

procedure for calling a special Board meeting is outlined in the Bylaws and shall be in compliance with the Brown Act. Board members may participate in meetings by teleconference or video conference only so long as all the requirements of the Brown Act (Government Code section 54953) are complied with. The Board of Directors has a responsibility to solicit input from, and the opinions of, the SOUL directors, parents, and staff regarding issues of significance and to weigh the input and opinions carefully before taking action. The Board is responsible for duties including, but not limited to, the following:

- Promote and uphold the mission and vision of SOUL.
- Hiring, supervising, evaluating, and if necessary, termination of the Co-Executive Directors.
- Approving and monitoring the implementation of SOUL general policies, including facilities plans and effective human resource policies for career growth and compensation of the staff.
- Approving and monitoring an operational business plan that focuses on student learning.
- Approving and monitoring the SOUL annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of SOUL in accordance with charter school laws and the receipt of grants and donations consistent with the SOUL mission.
- Regularly measuring progress of both student and staff performance.
- Executing all other responsibilities provided for in the California Corporations Code.
- Reviewing and revising of the School's accountability and mission.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Developing Board policies and procedures.
- Approving charter amendments.
- Approving personnel discipline (suspensions or dismissals) as needed.
- Creating committees as needed, including but not limited to, an Audit/Finance committee.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Have primary responsibility for the School's fiscal affairs.
- Work with the School's administrative team to involve parents and the community in the School

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

The Board may maintain committees as necessary, which may include, but are not limited to, an Audit/Finance committee and Facility committee.

SOUL shall adopt a Conflict of Interest Code that complies with the Political Reform Act 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 San Diego County Board of Supervisors for approval. All board members and designated officials are to complete the required disclosure forms. SOUL's governance policies are aligned with the principles of the Brown Act and the Political Reform Act. SOUL will also comply with Government Code Section 1090.

SOUL Board members shall abide by the adopted policies and procedures regarding self-dealing and conflicts of interest and shall not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate those duties as appropriate to the Executive Director(s), or other responsible parties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The SOUL Board of Directors will be committed to continuous improvement and will participate in an annual training on the Brown Act, conflicts of interest, Public Records Act, etc. and as such shall evaluate its own performance and seek appropriate trainings and educational opportunities.

5. DISTRICT INVOLVEMENT AND RESPONDING TO INQUIRES

The San Dieguito Union High School District will be involved in the operation of SOUL to the extent that it will provide supervisory oversight to SOUL as delineated by California law as SOUL's charter granting agency. In addition, SDUHSD may appoint one representative to the SOUL Board of Directors in accordance with Education Code Section 47604(b).

SDUHSD representatives will facilitate communications and mutual understanding between SOUL and SDUHSD. SOUL will comply with District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time, as long as SOUL has been given written notice of the policy change. SOUL, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries.

Element E: Employee Qualifications

"The qualifications to be met by individuals to be employed by the school."

-California Education Code Section 47605(b)(5)(E)

SOUL will recruit, attract and retain professional, passionate, exceptional, qualified individuals, to serve in administrative, instructional, instructional support, and non-instructional support capacities. We will recruit these individuals from around the country as great teachers everywhere are looking for schools that appreciate their gifts, and give them the freedom, tools, resources, guidance, and professional respect to be the amazing teacher that they can be. SOUL believes that all of its employees play a key role in creating the kind and conscious community and environment that our foundation is based upon. All employees will demonstrate a strong belief in our mission, vision, program design, instructional philosophy, school culture, and curriculum, as documented in this charter.

In accordance with Education Code 47605(d)(1), SOUL shall be nonsectarian in its employment practices and all other operations. SOUL 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, 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 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 defined by the Charter School. All employees must comply with the SOUL employee processing policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and TB screening).

Employees will meet specific qualifications for employment as outlined under "Teacher Qualifications". Teachers at SOUL will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act. The educational and skill level qualifications and job descriptions of teachers to be employed at SOUL shall meet the educational goals as outlined by this charter petition. The director will verify all credentials prior to hiring any certificated personnel.

Non-core teaching staff will need to provide a resume of solid experience in their subject area and of successful work with students in grades 7-12. Such claims will be verified by letters of reference and/or phone calls to references by the director.

1. SPECIFIC QUALIFICATIONS FOR ALL STAFF

The Board of Directors shall approve policy specifying specific employee minimum

qualifications, applicable to all employees, that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing SOUL's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents on a consistent basis to ensure students' success.
- Strong written and verbal communication skills.
- Knowledge of the developmental needs of middle and high school students.
- Awareness of the mental, social, emotional, physical and personal needs of middle school and high school students.
- Commitment to collaborate with and to plan cooperatively with other staff.
- Willingness to continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in staff meetings.
- Focus on working closely with the Charter School support staff by providing any information regarding a student's well-being, behavioral concerns, shift in attitude and/or academic performance.
- Assume a leadership role in some aspect of the Charter School's continued and ongoing development
- Ensure that the culture of the classroom is aligned with the overall culture of the school
- Align to needs of the students, specifically referencing ELL, SPED, and Low Achieving support strategies
- Align to program elements discussed in Element A
- Align to the budget
- Be practical and reasonable

2. DIRECTOR QUALIFICATIONS AND RESPONSIBILITIES

The Executive Director(s) at SOUL shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director(s) shall possess skills and experience in hiring, supporting, supervising, and further developing excellent teachers and exemplary staff. In addition, the Executive Director shall possess the experience, knowledge and understanding needed to grow and develop a school culture that honors the school's mission and vision and help the school and students achieve the outcomes outlined in this charter petition. The SOUL Co-Executive Director(s) will have the authority and responsibility of managing the day-to-day operations of the School. The Director(s) will also be responsible for guiding the staff to implement the school's vision in their classrooms. The Director(s) shall be responsible for insuring that all funds generated by the School are expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). The Director(s) will report to the Board and attend Board meetings.

It is desired that SOUL administrators possess a master's degree or higher in Education or a related field, and also have demonstrated at least five years of successful teaching and/or

administrative experience.

The qualifications of the Director include, but are not limited to, the following:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- Entrepreneurial passion in carrying out the school's vision
- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning
- An understanding of budget development and tracking
- Sufficient understanding of charter school operations to monitor all "back office" operations
- Sufficient understanding of charter school regulations to advise the governing board
- The ability to use assessment data in analyzing school performance
- A minimum of five years of teaching experience
- Providing visionary instructional leadership and sound fiscal management for SOUL.
- The ability to advise, support, and inspire teachers, staff, students and parents
- Promoting a kind and conscious environment
- Create the opportunity for staff to express their ideas, thoughts, and feelings
- Staff hiring, management, evaluation
- Supporting teachers and ensuring academic success
- Day to day operations
- Preparing board reports
- Fiscal planning, budgeting, working with back office
- Authorizer liaison
- Preparing audits and reports
- Facilities
- WASC as appropriate
- SPED
- Community outreach and engagement
- Test coordinating

3. TEACHER QUALIFICATIONS AND RESPONSIBILITIES

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. SOUL will comply with Section 47605(l), which states: "Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non core, non college preparatory courses."

The teachers employed by SOUL will meet or exceed our expectations by what we deem to be qualified teachers as defined by:

High Quality Faculty

The success of a school can be measured by the quality of its teachers. Great teachers possess a remarkable capacity for connecting with young people. They demonstrate a unique level of dedication, respect and compassion for their students as both scholars and human beings. Great teaching stems not only from content knowledge and teaching technique, but from the integrity of the teacher. It is this caliber of teacher that students will find at SOUL.

In addition to the specific qualifications expected of all SOUL staff members, the following qualifications of all teachers include, but are not limited to, the following:

- Must hold a California Credential for the position applied for
- Must be committed to the philosophy of the Charter School, its mission, vision, educational program and culture
- Must have exemplary and effective instructional leadership
- Must be willing to adopt a role as a mentor and guide
- Must demonstrate the ability to work with the target populations
- Must be committed to student success and willing to take responsibility for student learning
- Must have an understanding of, and willingness to implement, project based, experiential and standards-based instruction
- Must be reflective in their practice and willing to adapt instruction to the needs of the students
- Must be willing to work as a team member of a learning community
- Must be willing to support the school culture as defined by our Holistic Program
- Must possess a deep commitment to student development: mentally, socially, emotionally, physically, and personally
- Must be willing to have autonomy and take on different leadership roles
- Must be willing to attend all mandatory professional development training and in addition, show a commitment to ongoing interpersonal and personal development
- Must actively include the parents/guardians and see them as vital partners in the learning process

4. OFFICE MANAGER QUALIFICATIONS AND RESPONSIBILITIES

The School's Office Manager will be responsible for overall front office activities which generally include reporting to the Director and working with students, parents, and outside parties. The Office Manager will have the following qualifications:

Office manager qualifications include, but are not limited to, the following:

- Strong organizational, time management, and multitasking skills
- Strong interpersonal and communication skills
- Willingness to support the goals of the charter

- Ability to work independently as well as with a team
- A.A. degree or equivalent work experience
- 2 plus years experience in an administrative support position
- Experience in school front office preferable
- Proficiency with technology and software applications
- Ability to maintain accurate records on school databases

5. INSTRUCTIONAL AIDE QUALIFICATIONS AND RESPONSIBILITIES

Instructional aide qualifications include, but are not limited to, the following:

- Completed at least two years of study at an institution of higher education, or obtained an associate's (or higher) degree, or pass the Classroom Assistant Proficiency Exam. They will have knowledge of, and the ability to assist, in instructing reading, writing, and mathematics (or readiness in those subject areas). The California State Board of Education has determined that, for purposes of these requirements, "two years of study" is defined as 48 semester units; that the type of coursework for completion of those units is determined locally; and that the development or selection of an assessment also is a local decision.
- Ability to do community college level work in English Language Arts
- Proficient in the use of technology.
- Ability to work independently (without continuous direction) as well as with the educational team
- Have a track record of dependability
- Have a strong connection to the vision of the school

Each local educational agency shall also ensure that all paraprofessionals working in programs supported with Title I, Part A funds, regardless of their hiring date, have earned a secondary school diploma or its recognized equivalent.

SOUL may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities.

6. SERVICES PROVIDED VIA CONTRACTORS

SOUL may receive services from employees of organizations with which SOUL contracts. These services may include finances, human resource, technology, data analysis, leadership, facilities, professional development, and other services. SOUL will ensure that the qualification of the employees contracted, are consistent with the expectations for SOUL's employees.

Element F: Health And Safety

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237."

- California Education Code Section 47605(b)(5)(F)

Providing a healthy and safe environment is essential to productive teaching and learning. Thus, SOUL will adopt, implement and adhere to a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with SOUL's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student / Parent and the Employee handbooks.

The following summarizes SOUL's health and safety policies:

1. PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of SOUL will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of SOUL shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will participate outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee and will have TB clearance.

2. TB TESTING

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

3. INSURANCE

SOUL will purchase general liability, workers compensation, and other necessary insurance to levels normally funded by schools and organizations of similar size.

SOUL purchases and maintains, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If SOUL purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. SOUL will develop, implement, and ensure compliance with health, safety, and risk

management guidelines in consultation with its insurance carriers and risk management experts. Administration maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between SOUL and the District and a copy of this policy will be available to the District upon request.

4. FACILITIES AND DESCRIPTION

SOUL will be located in the San Dieguito Union High School District. The School's facilities will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements. We will maintain records that document our compliance.

SOUL expects to need approximately 8,300 square feet of usable space for its 200 students the first year. The school is working with a local real estate broker and has met with some potential facilities. The buildings which SOUL has viewed, have adequate parking and off-street entrances for safe student drop-off. The space in these buildings will accommodate our school.

In our second year we will need approximately 16,600 square feet for 400 students, in our third year we will need 21,000 square feet for 500 students, and by the time we serve 600 students in grades 7-12 in our fourth year, we will need approximately 25,500 square feet of usable space.

The five year projected budget supports this, and incorporates a plan to provide for more space in the 2nd, 3rd, 4th and 5th year of SOUL. The facility will occupy approximately 12% of our annual operating budget in our first year, and a lower percentage in each of the four years following.

We will ideally secure a location that has the 8,300 square feet that we need for year one, but also has the ability for us to grow into the 25,000 square feet we need by year four. We do however understand that this ideal is not often the reality for charter schools, and are prepared to move the school if needed, to remain in a proper site for our population. If we do find ourselves in a situation that requires a move, we will communicate with our school community and our board, to make a strategic relocation that keeps the best interest of all parties in mind.

It's also important to note that SOUL will reserve the right to pursue facilities under Prop 39.

5. FACILITY SAFETY

SOUL shall comply with Education Code Section 47610.5 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. SOUL agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills at least twice per school year in accordance with

Title 5 California Code of Regulations Section 550. We will also participate in bi-annual earthquake and lockdown drills.

6. DOCUMENTATION OF FACILITY

SOUL is currently working with a real estate agent to find a building properly zoned for a school. We will provide documentation of the facility once said facility has been obtained.

7. CERTIFICATE OF OCCUPANCY

The certificate of occupancy will be provided once a facility has been secured.

8. NURSING, STUDENT HEALTH SCREENING, AND NUTRITIONAL PROGRAMS

Students will be screened for vision, hearing and scoliosis by a nurse contracted by the school. SOUL will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Nutritional programs will be included in our physical education program, but more so, health and nutrition will ongoing themes in both our Integra class and the school in general.

9. IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

10. EMERGENCY PREPAREDNESS

SOUL shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for SOUL.

11. ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

12. CPR/FIRST AID TRAINING

All employees at SOUL shall be CPR/First Aid trained.

13. MEDICATION IN SCHOOL

SOUL will adhere to Education Code Section 49423 regarding administration of medication in school.

14. DIABETES

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

15. BLOOD BORNE PATHOGENS

SOUL shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. SOUL has designed a infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

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

16. DRUG FREE SMOKE FREE ENVIRONMENT

SOUL shall maintain a drug, alcohol and smoke free environment.

17. INTEGRATED COMPLAINT AND INVESTIGATION PROCEDURES

SOUL adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board of SOUL, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure.

18. COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

SOUL is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SOUL has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the 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 the Charter School Harassment policy included in the Appendices.

Element G: Racial And Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."

- California Education Code Section 47605(b)(5)(G)

SOUL will strive to achieve a racial balance reflective of the District and the local community. All enrollment and lottery systems will be of a non-discriminatory nature.

Means to Achieve Racial/Ethnic Balance

1. SOUL will make the following measurable recruitment efforts and outreach programs during the year prior to opening. The recruitment and outreach efforts shall include:

a. Community outreach through recreation centers and local community resources made and posted in adjacent communities having diverse populations. Outreach efforts will be made via neighborhood groups, community organizations and leadership organizations.

b. SOUL is actively working to develop partnerships with Hay House and the Chopra Center. We have also formed partnerships with Eve, Gravity, One Planet for Change, and Circles Yoga, four Encinitas based businesses. We have also been involved in dialogue with International Student Exchange Programs (ISEP) as they currently need more schools to house exchange students, as well as the International College of Holistic Studies. Additionally we have begun to form partnerships with Junior Achievement, and Whatever It Takes (WIT), two organizations that help to develop student entrepreneurs. We are currently working with other North County based entrepreneurs and businesses to form additional partnerships.

c. Advertising in the print and non-print media targeting diverse populations during the open enrollment periods. Depending on availability of funds we will use: Union Tribune, Voice of San Diego, San Diego Family Magazine, Public Libraries, Neighborhood Community Centers, and fliers, among others. We have also recently issued a press release to the San Diego Press club and will reach out to KUSI to begin working with the local media to spread our message.

d. Providing informational materials to the community and surrounding communities in both Spanish and English.

e. These materials will be distributed through a variety of means, including but not limited to: presentations at school, the families and friends of our enlisted students, and

community papers.

2. SOUL will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school.
3. SOUL will engage in ongoing recruitment and outreach efforts annually which are comparable with the first year of the charter.

Element H: Student Admissions

"Admission requirements, if applicable."

- California Education Code Section 47605(b)(5)(H)

1. ADMISSION POLICY

SOUL shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law.

SOUL's admissions process will be designed to reach out to all families to enable the school to have a diverse student body. All students will be admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian within California except as provided in Education Code Section 47605(d)(2). The School will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on 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 or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)].

There shall be no admission testing or other evaluation required of any applicant. SOUL shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. SOUL 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.

If the number of students who wish to attend SOUL exceeds the Charter School's capacity, admission to SOUL, except for existing students, shall be determined by public random drawing in accordance with the preferences listed. Prior to enrollment, families will be informed of our admissions process for the lottery, parents are encouraged to attend an information session which will be held a minimum of three different days and times to accommodate schedules during enrollment months.

2. LOTTERY GUIDELINES

- a. Lottery guidelines will be outlined on the school's website and explained at the beginning of the lottery.
- b. The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.

c. The lottery will take place within 30 days of closing the open enrollment period, which will be at least 90 days long.

d. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.

The lottery will take place on a weekday evening when most interested parties who wish to attend may do so. That said, parent/families are not required to attend.

All interested parties will know, prior to the holding of the lottery, how many openings are available in the school, and in the different grades served by the school.

e. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn.

f. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.

h. Records of each year's lottery will be kept on file documenting fair execution of lottery procedures.

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend SOUL exceeds the Charter School's capacity, attendance, except for existing students, shall be determined by a public random drawing for each grade level conducted in advance of each academic semester. Parents do not need to be present to participate in this drawing. In accordance with Education Code Section 47605(d)(2), preference in the public random drawing shall be provided in the following order of declining priority:

1. Children of current SOUL teachers and staff and founders of SOUL (Founders have been identified and described in the section "I. Founding Group")
2. Siblings of currently enrolled students or graduates of SOUL residing within the boundaries of the District

3. Students residing within the boundaries of the District
4. Siblings of currently enrolled students or graduates of SOUL residing outside the boundaries of the District
5. All other students who wish to attend the Charter School

Pursuant to federal and state guidelines, during any period of funding under the Public Charter Schools Grant Program ("PCSGP"), the following shall apply:

1. The public random drawing will be held as a single weighted public drawing.
 - a. Residents of the District will be given a 2:1 weighting factor, or as otherwise agreed upon with the District.
 - b. No other preferences other than for "residents of the District" shall be used during the PCSGP funding period.
2. The following categories of students will be exempt from the public random drawing:
 - a. Students already enrolled in the Charter School
 - b. Children of Founding Families
 - c. Children of Charter School teachers and staff
 - d. Siblings of enrolled students
3. No other exemptions other than those listed immediately above in 2.a through 2.d shall be used during the PCSGP funding period.
4. The sum of all exemptions for children of Charter School teachers, staff, and children of Founding Families combined will not exceed 10% of total enrollment.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. SOUL shall maintain a list of students interested in transferring to the Charter School. After the admission priority list has been exhausted, the Charter School will advertise if a space has become available and applications are being accepted in another open enrollment period. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces in the manner described above.

Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of

the rules to be followed during the public random drawing process, location, date, and time via mail or email at least two weeks prior to the public random drawing.

Conditions of Enrollment

SOUL shall have the following requirements that must be met by each student and his or her family before enrollment is complete at the Charter School:

- Attend an orientation session to receive the Student and Parent Handbook.
- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
- Provide records documenting immunizations required by public schools

Research shows the importance of parental involvement in students' achievement; SOUL strongly encourages and supports parents' involvement in their children's education. Parents will be strongly encouraged to attend several workshops offered per year to support the Charter School and our goals as outlined in the Parent/Student Handbook. In no circumstance will a parent's inability to meet the expectation result in an educational detriment to the student.

Admission tests will not be required; however, students will also be asked to complete a questionnaire to determine their current interests and level of mental, social, emotional, personal and physical development.

Element I: Financial Audit

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

- California Education Code Section 47605(b)(5)(I)

An annual fiscal audit of SOUL required under the California Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. The audit will be supervised by the Director(s) of the school. SOUL will share the results with the District’s Administrative Director of Business Services or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. All exceptions and deficiencies and their remedies will be resolved to the District’s standard. The Board of the School will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.

Every three years the school will hire an independent firm to audit the operational and educational performance of the school. The findings of this audit will be shared with the SOUL Board of Trustees as well as the authorizing district.

SOUL will receive funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not exceeding one percent of the average daily attendance funds provided to SOUL, or not to exceed three percent, if the School uses District facilities, pursuant to the terms of the Charter School Act.

The District agrees to allow SOUL to separately purchase administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding. To the extent required by law, SOUL agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)

SOUL shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries

regarding its financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding including the following financial reporting requirements:

- i. on or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
- ii. on or before December 15, an interim financial report. This report shall reflect changes through October 31.
- iii. on or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- iv. On or before September 15, a final unaudited report for the full prior year.

SOUL shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)

SOUL shall comply with all laws establishing minimum age for public school attendance.

SOUL shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))

SOUL will be a site-based school by SB740 standards but when independent study is provided, SOUL will comply with all state laws relating to independent study as set forth in Education Code § 47612.5.

SOUL offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

Element J: Suspension And Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.”

- California Education Code Section 47605(b)(5)(J)

We believe that the culture of SOUL will be one where the members of our community strive to live in alignment with their highest self. SOUL will be a school that experiences few behavioral issues or problems. The students of SOUL understand that it is a privilege to be here, and actively do their part to become a contributing member of our community. We do however, understand that when working with 12-18 year olds, there will most likely be times where individuals don't act in accordance with our expectations. Therefore, this Pupil Suspension and Expulsion Policy has been established in order to protect the community and learning environment of SOUL. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy will apply to all student suspensions and expulsions and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Our most general guidelines and expectations come from the SOUL Agreements. These agreements will be present in the classrooms and be applied to the daily lives of everyone in our community. The Agreements may look as follows:

SOUL Students:

- Actively participate in creating a kind, safe, environment.
- Are consciously aware of their environment.
- Strive for excellence mentally, physically, emotionally, socially, and personally.
- Have an understanding of who they are and who they want to become.

SOUL's staff holds firm to these expectations fairly and consistently among all students. When an individual struggles to uphold these expectations and agreements, classmates and the teacher will work with the student to explain the situation and help make a plan to improve it. We believe that the majority of problems can be solved at this level between the individual who is struggling, and the classmates/teacher that is being affected.

If the initial plan doesn't succeed, the student will work with the teacher and administration to make a plan that works for all three parties. If this plan doesn't work, the school will schedule a meeting with the staff, student, and parent, where all parties will work to create a third and final plan. If this plan doesn't work the student will be eligible for suspension. After this process has been repeated twice the student will be eligible for expulsion.

We then have a separate policy and procedures for the legal behavior and actions that may

arise. These will be printed and distributed as part of the SOUL Student Handbook and will be clearly described and reviewed during Integra.

Discipline on these rules includes but is not limited to: advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. 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, students, staff or other persons or to prevent damage to school property.

The SOUL administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled students shall be 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 SOUL has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("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. SOUL will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SOUL has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Within ten (10) school days, the school will assemble an IEP team to make a determination as to whether the disciplinary behavior was the result of the student's disability. Should the student remain on suspension for an extended period, the school would work with the district to provide an interim alternative educational setting. SOUL shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

1. 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 or school attendance occurring at SOUL, or at any other school, or a SOUL sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or

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

2. ENUMERATED OFFENCES

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object 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 Director/Director(s) or designee's concurrence.
- c. Unlawfully possessed, used, sold 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.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 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 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. 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.

n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o. 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.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescribed medications.

q. Engaged in or attempted to engage in hazing of another.

r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

s. Made terrorist threats against school officials and/or school property.

t. Committed sexual harassment.

u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

v. 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 classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Whether a student is given suspension or expulsion will be determined by prior record, intent, and severity, and determined by one of the directors. A Director's recommendation for expulsion will be taken to the Board for approval prior to the expulsion being levied.

3. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

a. Who May Suspend

The Director, or student's guide has the ability to suspend a student when following proper protocol as explained above.

b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be 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.

No penalties may be 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.

c. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish 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.

d. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director 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.

4. AUTHORITY TO EXPEL

A student may be expelled by the SOUL Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

5. EXPULSION PROCEDURES

Only the Director, the Director's designee, or the student's Integra Guide may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student'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:

- a. The date and place of the expulsion hearing
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- c. A copy of the School's disciplinary rules which relate to the alleged violation
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment

- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- f. The right to inspect and obtain copies of all documents to be used at the hearing
- g. The opportunity to confront and question all witnesses who testify at the hearing
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

6. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

SOUL may, upon a finding of good cause, determine that 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 may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- b. SOUL must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c. 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 he or she may leave the hearing room.
- d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- f. 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 him or her to the witness stand.

g. If one or both of the support persons is also a witness, SOUL must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness 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 witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

h. 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 courtroom during that testimony.

i. Especially 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 his/her 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.

j. 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 circumstance can be made, the 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.

7. 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 written transcription of the proceedings can be made. The hearing will be recorded with one of the school's electronic devices.

8. 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 Board, Panel or designee 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 in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Independent study is an alternative to classroom instruction. Students who are excluded from classroom instruction in a school district—who have been suspended or expelled—are thereby excluded from independent study as well. No ADA credit may be claimed for either classroom attendance or independent study by suspended/expelled students during the duration of their suspensions/expulsions. Students whose expulsions are being held in abeyance pursuant to Education Code Section 48917 and who have been referred to specified settings in lieu of expulsion, pursuant to that section may generate ADA credit through independent study only if they are also given at least one classroom instruction option.

9. WRITTEN NOTICE TO EXPEL

The Director or designee following a decision of the SOUL School Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

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

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, SOUL shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

10. DISCIPLINARY RECORDS

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

11. NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from SOUL as the Charter School Board's decision to expel shall be final.

12. EXPELLED PUPILS/ALTERNATIVE EDUCATION

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

13. REHABILITATION PLANS

Students who are expelled from SOUL shall be given a rehabilitation plan upon expulsion as developed by the Board 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 year from the date of expulsion when the pupil may reapply to the School for readmission.

14. READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the SOUL Board following a meeting with the Director and the pupil and guardian or representative 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 Director shall make a recommendation to the SOUL Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon SOUL's capacity at the time the student seeks readmission.

Element K: Compensation And Benefits

“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.”

-California Education Code Section 47605(b)(5)(K)

All certificated staff members will participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) to the extent allowed by law. They shall retain all previous vested rights in STRS.

All classified staff will participate in the federal social security program. The office manager and the Director, if classified, will also participate in the Public Employees Retirement System (PERS). The Board of Trustees of the School may decide to include other classified employees including instructional aides, clerical aides, and security personnel in PERS or develop an alternative pension plan such as a 401k. All employees selected for PERS shall retain all previous vested rights. The Director will insure compliance with this provision.

The salary schedule for certificated personnel has been established to attract highly qualified, passionate, and philosophically aligned teachers. SOUL provides salaries that are higher, at the entry level, than the nation average. We also guarantee step increases during the first five years.

All full time staff will be eligible to receive a package of health and welfare benefits that are comparable to what other high performing charter schools receive.

Element L: Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

- California Education Code Section 47605(b)(5)(L)

No student may be required to attend SOUL. Students who reside within the District who choose not to attend SOUL may attend school within the District 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 will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

Element M: Employee Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”

-California Education Code Section 47605(b)(5)(M)

Any district employee who obtains employment with SOUL will have the right of return to employment in the district as per district policy and the collective bargaining agreement. District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

Element N: Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

- California Education Code Section 47605(b)(5)(N)

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and District, agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Director of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

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

If this joint meeting fails to resolve the dispute, the Superintendent and the Director 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 the Superintendent and the Director. 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. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be

revised upon mutual written agreement of the District and SOUL.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify the SOUL governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

The District may inspect or observe any part of the School at any time, but shall provide reasonable notice to the Director of SOUL prior to any observation or inspection.

SOUL may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the Charter School no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code.

If that meeting doesn't result in an agreement, then the process goes to "as provided in the law". Both parties will not make public comment during this process.

Should the District believe prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate meeting between the District and the Charter School Director at which time the Charter School Director will satisfy the District as to the implementation of the necessary safety procedures.

Element O: Closing Procedure

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records."

-California Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event that SOUL closes. The following procedures apply regardless of the reason for closure.

Closure of SOUL will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the District of the closure and of the effective date of the closure.

The SOUL Board will ensure notification to the parents and students of the School of the closure, and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School. The Board will also promptly notify the San Dieguito Union High School District Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the effective date of closure. Upon proper notification and request by a new school of attendance, student records will be transferred. During the closeout process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. SOUL shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

As soon as reasonably practical, SOUL will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

On closure of SOUL, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As SOUL is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Appendices

Budget Narrative for SOUL Charter School

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. [Criteria for review: California Education Code § 47605(g)]

SOUL Charter School relies on State and Federal funding sources to support its basic program, instruction, and curriculum. Grant, foundation, personal loans, and corporate monies as well as in-house fundraising may be used to support and enhance learning opportunities and provide extra activities and events.

SOUL's start-up year and five-year budgets were prepared in consultation with Charter Schools Management Corporation (CSMC).

The following section is a narrative description of the 5-year budget projection provided by SOUL Charter School. All estimates are projections based on the currently reported funding amounts by the California Department of Finance and California Department of Education, as well as FCMAT's LCFF Calculator. Numbers are accurate as of August 2016. The projections and funding rates are based on the current 2016-17 proposed schedule, as well as Department of Finance and FCMAT estimates for 2017-18, 2018-19 and 2019-20.

The following descriptions are broken up by section for clear articulation of our budget projection.

Budget Assumptions

The following assumptions were used in creating the budget:

1. 200 students in Year 1. The total is projected to rise to 600 students in Grades 7-12 by Year 5.
2. ADA LCFF entitlement rate of \$8221 in 2017-2018, as per Department of Finance and Fiscal Crisis Management and Assistance Team calculator estimates for a new charter school located in San Dieguito Union High School District.
3. SOUL Charter School will commence serving students in 2017-18. The five-year budget therefore ends in 2021-2022, two years longer than the state requirement.
4. ADA rate of 96%.
5. An Unduplicated Pupil Percentage of 9.38%, aligning with the rate for San Dieguito Union High School District.

6. SOUL plans to become a member of the SELPA San Dieguito belongs to, and then eventually apply to join an alternate charter SELPA such as El Dorado County Charter SELPA. Special Education funding of \$500 per student, based upon membership in either a local or the El Dorado County Charter SELPA. \$500 is the stated 2016-17 per pupil rate received from EDCOE Charter SELPA.
7. Special Education encroachment costs of \$100 per student per student, per El Dorado Charter SELPA guidelines.
8. 10 credentialed Multiple and Single Subject and specialist teachers in Year 1, increasing to 27 classroom and specialist teachers by Year 4 and 5.
9. Average full time teacher salary in Year 1 of \$50,000, jumping to \$54,122 by Year 5, and all teachers in STRS.
10. Two Directors at \$60,000 per year salary from Years 1, growing to \$64,946 each by Year 5.
11. Office administration: one Office Manager starting in Year 1 at salary of \$50,000, adding an additional Office Manager starting in Year 3.
12. In addition to credentialed teaching staff, 4 FTE classroom aides in Year 1, rising to a total of 8 FTE aides in Year 5.
13. \$7,000 allocated per each employee for Health & Wellness benefits in Year 1, growing to \$11,000 per employee by Year 5.
14. \$250 average per student allocated for curriculum costs in Year 1, with an additional \$350 per student for supplies and technology equipment.
15. A California School Finance Authority Charter School Revolving Loan of \$250,000, to be repaid starting in Year 2 and fully repaid by Year 3.
16. SOUL Charter School is not including Public Charter School Grant Program grant dollars in this budget. We will apply, and are highly likely to receive these funds. Should SOUL receive the PCSGP grant, it will apply the grant funding to additional teacher salaries or stipends and professional development opportunities for the first and second year. Our partner CSMC has successfully applied for multiple PSCGP grants in the past.
17. SOUL is assuming \$40,000 in fundraising in the startup year, then \$40,000 in fundraising revenue each of the next five years. SOUL feels confident that it can raise as much as \$200 per student in fundraised dollars, but prefers to err on the conservative side in the out years.
18. SOUL Charter School plans to use a private facility for its campus. However, it reserves the right to apply for a facility from San Dieguito Union High School District under Proposition 39 regulations.

19. Whichever site is occupied, we have estimated facility cost for a facility of \$180,710 in Year 1, rising to \$553,426 in Year 5, based upon a rate of \$1.81 per square foot per month.

Start-Up Budget

All charter schools must include a Start-up Budget. The SOUL startup budget does not include many costs before the receipt of public funds. Should we receive Public Charter School Grant Program funds, we will immediately begin spending these funds before the school year commences.

Our funding has been projected for these costs, but covered in the Year 1 budget, as much of the balance for those expenditures will be paid in portion throughout the year. Additional expenditures can be found in the 4000, 5000, and 6000 series line items of the Year 1 budget.

Employee Salaries & Benefits

SOUL intends to always provide its employees with fair compensation and benefits packages. SOUL believes that its starting average salaries are equivalent to the District's average for similar schools in San Diego Union High School District.

The average proposed salary is \$50,000 in Year 1, rising by Year 5 to \$54,122 on average. SOUL will create its own salary range for our various positions. Compensation will be based on experience, skill sets, position demand, and other factors. SOUL will not be using a step and column salary schedule, but will pay stipends to attract and retain teachers who have demonstrated successful experience.

Given our overall salary levels and compelling program, we are fully confident that we will be able to attract and retain very highly qualified teachers and staff. The current state economy has left thousands of new and experienced teachers seeking quality employment and there are also a large number of teachers who specifically seek out opportunities to teach in a small charter school atmosphere.

Cash Flow Statement

Included in our budget projections is our 5-year Cash Flow Statement. Cash on hand is a massive challenge for charter schools. As a result of our conservative budgeting and projected expenses, SOUL clearly demonstrates a sound and comprehensive cash plan.

5-Year Operating Budget

Our 5-year budget exceeds the State minimum requirement of a 3-year budget projection, and demonstrates SOUL's plan to remain a strong and fiscally solvent operation. We have created a school that is focused on the student's needs and allows us to bring forward the very best elements of a high quality charter school, which we believe will help hundreds of students to thrive and find their voice.

We have used conservative, LCFF revenue estimates based upon the FCMAT calculator for a new charter school located in San Dieguito Union High School District, and only funding that SOUL is qualified to receive upon opening. SOUL will aggressively seek out additional funding sources, fundraising opportunities, and expense saving opportunities that will likely place the school on even better fiscal footing than we project here.

Reserves

Even though charter schools are not required to have a minimum reserve, best practices dictate that we manage our funds as conservatively as possible. Our budget includes a five percent reserve in Year 1 as well as a growing net fund balance that – with reserves - ends with more than \$1.2 million by Year 5.

Insurance

Our budget includes \$18,000 for required insurance coverage in Year 1, growing to \$40,000 by Year 5. With the assistance of our back office provider, we will seek out the most cost effective insurance for our school.

Financial Reporting

Local, state, county and federal financial and other reporting requirements are an important part of operating a public charter school. SOUL will consider utilizing services such as CSMC for its financial reporting needs. With professional services such as CSMC, the Board will ensure SOUL is fully compliant with all reporting requirements.

Back Office Service Provider

Our charter school board has selected CSMC for our initial back office and financial service operational needs. CSMC has provided support for the petition process via creating our petition's financial plan, making themselves available to attend district and county meetings and hearings (as needed), and reviewing the business aspects of our petition narrative.

CSMC, founded in 2001, is the largest and most experienced provider of back office support to charter schools in both California and the nation. CSMC currently supports over 100 charter schools in California, supports charter schools that are currently authorized by local districts, County Offices of Education, and the State Board of Education.

Services that CSMC provides include:

- Annual budget development, cash flow projections, and financial planning
- General ledger and booking
- Accounts payable & receivable
- Payroll, retirement reporting, and benefits administration
- Local/State/Federal reporting for compliance
- ADA tracking & reporting
- CALPADS reporting
- Charter school board financial reports
- Communicating with and reporting to authorizer on financial matters, as needed.

CSMC also provides clients with its cutting edge web portal, CharterVision, a 24/7 on-demand resource that provides access to all financial records and reports of the charter school. CharterVision provides in depth information, access and transparency to charter leaders and their board.

Student Information System

CSMC also provides software service support for Student Information Systems and Student Data Assessment Systems. Currently, CSMC supports the set-up, implementation, hosting, training, and monitoring of PowerSchool Student information System. Included in the back office cost Powerschool 7.0 has additional features for staff and parents, such as:

- Parent online portal for real time access to their children's attendance records, current grades, daily assignments, teacher comments and more.
- PowerTeacher, which is a web-based classroom management system.

- ReportWorks, which is a custom report development tool, designed specifically to meet the needs of educational data reporting.
- PowerSchool Student Record and Transcript Exchange
- PowerScheduler, which is a web-based, automated master schedule builder.
- Health & Immunization Screening Management

LCFF Calculator Universal Assum
SOUL Charter School

Summary of Funding				
	2013-14	2014-15	2015-16	
Target	- \$	-	-	
Floor	-	-	-	
Assumed Formula: Target or Floor	FLOOR	FLOOR	FLOOR	
Remaining Need after Gap (informational only)	-	-	-	
Current Year Gap Funding	-	-	-	
Economic Recovery Target	-	-	-	
Additional State Aid	-	-	-	
Total Phase-In Entitlement	\$ -	\$ -	\$ -	

Components of LCFF By Object				
	2012-13	2013-14	2014-15	2015-16
8011 - State Aid	\$ -	\$ -	\$ -	\$ -
8011 - Fair Share	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-
EPA (for LCFF Calculation purposes)	-	-	-	-
Local Revenue Sources:				
8021 to 8089 - Property Taxes	-	-	-	-
8096 - In-Lieu of Property Taxes	-	-	-	-
Property Taxes net of in-lieu	-	-	-	-
TOTAL FUNDING	\$ -	\$ -	\$ -	\$ -
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ -	\$ -	\$ -	\$ -
8012 - EPA Receipts (for budget & cashflow)	\$ -	\$ -	\$ -	\$ -

Summary of Student Population				
	2013-14	2014-15	2015-16	
Unduplicated Pupil Population				
Agency Unduplicated Pupil Count	-	-	-	
COE Unduplicated Pupil Count	-	-	-	
Total Unduplicated pupil Count	-	-	-	
Rolling %, Supplemental Grant	0.0000%	0.0000%	0.0000%	
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	
FUNDED ADA				
Adjusted Base Grant ADA	Current Year	Current Year	Current Year	
Grades TK-3	-	-	-	
Grades 4-6	-	-	-	
Grades 7-8	-	-	-	
Grades 9-12	-	-	-	
Total Adjusted Base Grant ADA	-	-	-	
Necessary Small School ADA	Current year	Current year	Current year	
Grades TK-3	-	-	-	
Grades 4-6	-	-	-	
Grades 7-8	-	-	-	
Grades 9-12	-	-	-	
Total Necessary Small School ADA	-	-	-	
Total Funded ADA	0.00	0.00	0.00	
ACTUAL ADA (Current Year Only)				
Grades TK-3	-	-	-	

Grades 4-6		-	-	-
Grades 7-8		-	-	-
Grades 9-12		-	-	-
Total Actual ADA		-	-	-
<i>Funded Difference (Funded ADA less Actual ADA)</i>		-	-	-
Minimum Proportionality Percentage				
		2013-14	2014-15	2015-16
Current year estimated supplemental and concentration grant funding in the LCAP year	\$	-	\$	-
Current year Minimum Proportionality Percentage (MPP)			0.00%	0.00%

Options					
	2016-17	2017-18	2018-19	2019-20	2020-21
\$	-	\$ 1,602,651	\$ 3,281,878	\$ 4,284,785	\$ 5,199,567
	-	1,513,622	3,157,210	4,009,406	5,055,759
FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
	-	24,047	74,352	71,654	143,808
	-	64,982	50,316	203,725	-
	-	-	-	-	-
	-	-	-	-	-
\$	-	\$ 1,578,604	\$ 3,207,526	\$ 4,213,131	\$ 5,055,759

t Code					
	2016-17	2017-18	2018-19	2019-20	2020-21
\$	-	\$ 84,097	\$ 218,512	\$ 572,864	\$ 687,438
	-	-	-	-	-
	-	-	-	-	-
	-	38,400	76,800	-	-
	-	-	-	-	-
	-	1,456,107	2,912,214	3,640,267	4,368,321
	-	-	-	-	-
\$	-	\$ 1,578,604	\$ 3,207,526	\$ 4,213,131	\$ 5,055,759
\$	-	\$ -	\$ -	\$ -	\$ -
\$	-	\$ -	\$ -	\$ -	\$ -
\$	-	\$ 1,578,604	\$ 3,207,526	\$ 4,213,131	\$ 5,055,759
\$	-	\$ 38,400	\$ 76,800	\$ -	\$ -

on					
	2016-17	2017-18	2018-19	2019-20	2020-21
	-	19.00	37.00	47.00	56.00
	-	-	-	-	-
	-	19.00	37.00	47.00	56.00
	0.0000%	9.5000%	9.3300%	9.3600%	9.3300%
	0.0000%	9.3800%	9.3300%	9.3600%	9.3300%
Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
	-	-	-	-	-
	-	-	-	-	-
	-	96.00	192.00	192.00	192.00
	-	96.00	192.00	288.00	384.00
	-	192.00	384.00	480.00	576.00
Current year	Current year	Current year	Current year	Current year	Current year
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	0.00	192.00	384.00	480.00	576.00
	-	-	-	-	-

-	-	-	-	-
-	96.00	192.00	192.00	192.00
-	96.00	192.00	288.00	384.00
-	192.00	384.00	480.00	576.00
-	-	-	-	-

e (MPP)					
	2016-17	2017-18	2018-19	2019-20	2020-21
\$	-	\$ 21,812	\$ 24,264	\$ 58,250	\$ -
	0.00%	1.40%	0.76%	1.40%	0.00%

SOUL Charter School							v17.2b
Education Code	LOCAL CONTROL FUNDING FORMULA						2013-14
42238.02(b)	CALCULATE LCFF TARGET						
					COLA	1.570%	
	Unduplicated as % of Enrollment			0.00%	0.00%	2013-14	
		ADA	Base	Gr Span	Supp	Concen	TARGET
(d)(1)(A); (d)(3); (e); (f)	Grades TK-3	-	6,952	724	- 0	- 0	- 0
(d)(1)(B); (e); (f)	Grades 4-6	-	7,056		- 0	- 0	- 0
(d)(1)(C); (e); (f)	Grades 7-8	-	7,266		- 0	- 0	- 0
(d)(1)(D); (d)(4); (e); (f)	Grades 9-12	-	8,419	219	- 0	- 0	- 0
(i)(3)(B), 42238.05(a)(2)	Subtract NSS	-	- 0	- 0			- 0
(i)(3)(A)	NSS Allowance		- 0				- 0
	TOTAL BASE	-	- 0	- 0	- 0	- 0	- 0
42238.02(g)	Targeted Instructional Improvement Block Grant						- 0
42238.02(h)	Home-to-School Transportation						- 0
42238.02(h)	Small School District Bus Replacement Program						- 0
42238.02(i)	LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						-
42238.025	ECONOMIC RECOVERY TARGET PAYMENT						1/8 - 0
	CALCULATE LCFF FLOOR						
42238.03(a)					12-13 Rate	13-14 ADA	
(a)(1)(A) & (B)	Current year Funded ADA times Base per ADA				-	-	- 0
	Current year Funded ADA times Other RL per ADA				-	-	- 0
(a)(1)(D)	Necessary Small School Allowance at 12-13 rates						- 0
(a)(2)	2012-13 Categoricals						- 0
(a)(3)	2012-13 Categorical Program Entitlement Rate per ADA * cy ADA				-	-	-
	Less Fair Share Reduction						- 0
42238.03(f)	Non-CDE certified New Charter: District PY rate * CY ADA						- 0
(a)(4)	Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA						- 0
	LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR						- 0
42238.03	CALCULATE LCFF PHASE-IN ENTITLEMENT						
							2013/14
42238.02(i)	LOCAL CONTROL FUNDING FORMULA TARGET						- 0
42238.03(a)	LOCAL CONTROL FUNDING FORMULA FLOOR						- 0
	Applied Funding Formula: Floor or Target						FLOOR
(b)(1)	LCFF Need (LCFF Target less LCFF Floor, if positive)						- 0
(b)(3)	Current Year Gap Funding					12.00%	- 0
	ECONOMIC RECOVERY PAYMENT						- 0
	LCFF Entitlement before Minimum State Aid provision						- 0
42238.03(c)	CALCULATE STATE AID						
42238.03(b)(3)	Transition Entitlement						- 0
(c)(1)-(7)	Local Revenue (including RDA)						- 0
	Gross State Aid						- 0
42238.03(e)	CALCULATE MINIMUM STATE AID						
(d)				2012/13	12-13 Rate	13-14 ADA	N/A
(e)(1)(A) & (B)(i)	2012-13 RL/Charter Gen BG adjusted for ADA				- 0	-	- 0
(e)(1)(D)	2012-13 NSS Allowance (deficited)				- 0		- 0
(e)(1)(E)	Less Current Year Property Taxes/In Lieu				- 0		- 0
	Subtotal State Aid for Historical RL/Charter General BG				- 0		- 0
(e)(2)	Categorical funding from 2012-13				- 0		- 0
(e)(3)	Charter Categorical Block Grant adjusted for ADA				- 0		- 0
	Minimum State Aid Guarantee				- 0		- 0
47635(a)(4)	CHARTER SCHOOL MINIMUM STATE AID OFFSET (effective 2014-15)						

	Local Control Funding Formula Floor plus Funded Gap					
	Minimum State Aid plus Property Taxes including RDA					
	Offset					
	Minimum State Aid Prior to Offset					
	Total Minimum State Aid with Offset					
	TOTAL STATE AID					-
	Additional State Aid (Additional SA)					- 0
	LCFF Phase-In Entitlement (before COE transfer, Choice & Charter Supplemental)					- 0
(b)(3)	CHANGE OVER PRIOR YEAR		0.00%	-		
	LCFF Entitlement PER ADA			-		- 0
(b)(3)	PER ADA CHANGE OVER PRIOR YEAR		0.00%	-		
	LCFF SOURCES INCLUDING EXCESS TAXES					
			2012-13	Increase		2013-14
	State Aid		- 0	0.00%	- 0	- 0
	Property Taxes net of in-lieu		- 0	0.00%	- 0	- 0
	Charter in-Lieu Taxes		- 0	0.00%	- 0	- 0
	LCFF pre COE, Choice, Supp		- 0	0.00%	- 0	- 0

2014-15

2 yr average		0.00%		COLA	0.850%	2014-15		3 yr average		0.00%
ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	
-	7,011	729	- 0	- 0	- 0	-	7,083	737	- 0	
-	7,116		- 0	- 0	- 0	-	7,189		- 0	
-	7,328		- 0	- 0	- 0	-	7,403		- 0	
-	8,491	221	- 0	- 0	- 0	-	8,578	223	- 0	
-	- 0	- 0			- 0	-	- 0	- 0		
-	- 0	- 0	- 0	- 0	- 0	-	- 0	- 0	- 0	
					- 0					
					- 0					
					- 0					

1/4 - 0

12-13 Rate	14-15 ADA	12-13 Rate
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
\$ -	-	\$ -
-	-	-

2014/15
- 0
- 0
FLOOR
- 0
30.16%
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0

12-13 Rate	14-15 ADA	N/A	12-13 Rate	15-16 ADA
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

2015-16

2016-17

COLA 1.020% 0.00% 2015-16		3 yr average		0.00% 0.00% 2016-17		3 yr average			
Concen	TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET	ADA	Base
- 0	- 0	-	7,083	737	- 0	- 0	- 0	-	7,162
- 0	- 0	-	7,189		- 0	- 0	- 0	-	7,269
- 0	- 0	-	7,403		- 0	- 0	- 0	96.00	7,485
- 0	- 0	-	8,578	223	- 0	- 0	- 0	96.00	8,673
	- 0	-	- 0	- 0			- 0	-	- 0
	- 0		- 0				- 0		- 0
- 0	- 0	-	- 0	- 0	- 0	- 0	- 0	192.00	1,551,168
	- 0						- 0		
	- 0						- 0		
	- 0						- 0		
	-						-		
3/8	- 0					1/2	- 0		

15-16 ADA		12-13 Rate	16-17 ADA	
-	- 0	-	-	- 0
-	- 0	-	-	- 0
	- 0			- 0
	- 0			- 0
-	- 0	-	-	- 0
	- 0			- 0
	- 0			- 0
-	- 0	\$	-	- 0
	- 0			- 0

2015/16		2016-17	
- 0		- 0	
- 0		- 0	
FLOOR		FLOOR	
- 0		- 0	
52.56%		54.18%	
- 0		- 0	
- 0		- 0	
- 0		- 0	
- 0		- 0	
- 0		- 0	
N/A		N/A	
- 0	12-13 Rate	- 0	16-17 ADA
- 0	-	- 0	-
- 0		- 0	
- 0		- 0	
- 0		- 0	
- 0		- 0	
- 0		- 0	

- 0								- 0		
- 0								- 0		
- 0								- 0		
- 0								- 0		
- 0								- 0		
-								-		
- 0								- 0		
- 0								- 0		
				0.00%	-					
- 0								- 0		
				0.00%	-					
	2015-16			Increase				2016-17		
- 0				0.00%	- 0			- 0		
- 0				0.00%				- 0		
- 0				0.00%	-			- 0		
- 0				0.00%				- 0		

2017-18						2018-19				
		COLA	1.110%					COLA	2.420%	
	9.50%	9.38%	2017-18		3 yr average		9.33%	9.33%	2018-19	
Gr Span	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET	
745	150	- 0	- 0	-	7,335	763	151	- 0	- 0	
	138	- 0	- 0	-	7,445		139	- 0	- 0	
	142	- 0	732,213	192.00	7,666		143	- 0	1,499,337	
225	169	- 0	870,438	192.00	8,883	231	170	- 0	1,782,541	
- 0			- 0	-	- 0	- 0			- 0	
			- 0		- 0				- 0	
21,600	29,883	- 0	1,602,651	384.00	3,177,408	44,352	60,118	- 0	3,281,878	
			- 0						- 0	
			- 0						- 0	
			- 0						- 0	
			1,602,651						3,281,878	
			5/8	- 0					3/4	- 0
	12-13 Rate	17-18 ADA					12-13 Rate	18-19 ADA		
	-	-	- 0				-	-	- 0	
	-	-	- 0				-	-	- 0	
	-	-	- 0				-	-	- 0	
	-	-	- 0				-	-	- 0	
	7,883.45	192.00	1,513,622				7,883.45	384.00	3,027,245	
\$	-	192.00	- 0				\$	338.45	384.00	129,965
			1,513,622						3,157,210	
			2017-18						2018-19	
			1,602,651						3,281,878	
			1,513,622						3,157,210	
			FLOOR						FLOOR	
			89,029						124,668	
		72.99%	64,982					40.36%	50,316	
			- 0						- 0	
			1,578,604						3,207,526	
			1,578,604						3,207,526	
			(1,456,107)						(2,912,214)	
			122,497						295,312	
12-13 Rate	17-18 ADA		N/A			12-13 Rate	18-19 ADA		N/A	
-	192.00		- 0			-	384.00		- 0	
			- 0						- 0	
			(1,456,107)						(2,912,214)	
			- 0						- 0	
			- 0						- 0	
			- 0						- 0	
			- 0						- 0	

		1,578,604					3,207,526
		1,456,107					2,912,214
		- 0					- 0
		- 0					- 0
		- 0					- 0
		122,497					295,312
		- 0					- 0
		1,578,604					3,207,526
0.00%	1,578,604			103.19%	1,628,922		
		8,222					8,353
0.00%	8,222			1.59%	131		
	Increase		2017-18		Increase		2018-19
0.00%	122,497		122,497		141.08%	172,815	295,312
0.00%			- 0		0.00%		- 0
0.00%	1,456,107		1,456,107		100.00%	1,456,107	2,912,214
0.00%			1,578,604				3,207,526

2019-20						
3 yr average					COLA	2.670%
					9.36%	9.36%
ADA	Base	Gr Span	Supp	Concen	TARGET	2019-20
-	7,531	783	156	- 0	- 0	- 0
-	7,644		143	- 0	- 0	- 0
192.00	7,871		147	- 0	1,539,522	
288.00	9,120	237	175	- 0	2,745,263	
-	- 0	- 0				- 0
	- 0					- 0
480.00	4,137,792	68,256	78,737	- 0	4,284,785	
						- 0
						- 0
						- 0
						4,284,785

3 yr average				9.33%
ADA	Base	Gr Span	Supp	
-	7,531	783	155	
-	7,644		143	
192.00	7,871		147	
384.00	9,120	237	175	
-	- 0	- 0		
	- 0			
576.00	5,013,312	91,008	95,247	

7/8 - 0

12-13 Rate	19-20 ADA	
-	-	- 0
-	-	- 0
		- 0
		- 0
		- 0
		- 0
7,883.45	480.00	3,784,056
\$ 469.48	480.00	225,350
		4,009,406

12-13 Rate	
-	-
-	-
7,883.45	
\$ 893.91	

2019-20	
	4,284,785
	4,009,406
	FLOOR
	275,379
73.98%	203,725
	- 0
	4,213,131
	4,213,131
	(3,640,267)
	572,864
12-13 Rate	19-20 ADA
-	480.00
	N/A
	- 0
	- 0
	(3,640,267)
	- 0
	- 0
	- 0
	- 0

12-13 Rate	20-21 ADA
-	576.00

2020-21

COLA 0.000%
9.33% 2020-21

Concen	TARGET
- 0	- 0
- 0	- 0
- 0	1,539,432
- 0	3,660,135
	- 0
	- 0
- 0	5,199,567
	- 0
	- 0
	- 0
	5,199,567

100% - 0

20-21	
ADA	
-	- 0
-	- 0
	- 0
	- 0
-	- 0
	- 0
576.00	4,540,867
576.00	514,892
	5,055,759

2020-21

5,199,567

5,055,759

FLOOR

143,808

0.00% - 0

- 0

5,055,759

5,055,759

(4,368,321)

687,438

N/A

- 0

- 0

(4,368,321)

- 0

- 0

- 0

- 0

	5,055,759						
	4,368,321						
	- 0						
	- 0						
	- 0						
	687,438						
	- 0						
	5,055,759						
	8,777						
	2020-21						
	687,438						
	- 0						
	4,368,321						
	5,055,759						

CALCULATE THE FLOOR RATE FOR A NEWLY OPERATIONAL CHARTER SCHOOL

8/24/16

Charter Name		SOUL Charter School	
Year that charter starts operation (select from drop down list)		2017-18	IMPORTANT! Leave as "Select Year" if not developing a new Charter School calculation.

Complete the following fields with data from the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest value. *Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.*

District's CDS code		68346	San Dieguito Union High
---------------------	--	-------	-------------------------

Newly Operational in 2013-14, 2014-15, 2015-16

Enter CDE-certified CDS code on Assumptions tab and verify your certified data on the Awards tab.

Newly Operational in 2016-17		Exhibit: School District LCFF Transition Calculation, 2015-16 P2	Adjustments	Adjusted School District LCFF Transition Calculation, 2015-16
District 15-16 totals:	LCFF Floor	\$ -		\$ -
	Gap Funding	\$ -		\$ -
	Funded ADA	-		-
	Floor Rate per ADA	\$ -		\$ -

Newly Operational in 2017-18 or later

District <u>prior year</u> totals:	LCFF Floor (Summary tab, row 7)	\$ 85,781,757
	Gap Funding (Summary tab, row 10)	\$ 10,470,492
	Funded ADA (Summary tab, row 53)	12,209.40
	Floor Rate per ADA	\$ 7,883.45

USER NOTES

B-13

C-3

B-5

Charter School Data Element			
SOUL Charter School			
		2013-14	2014-15
	COLA	1.57%	0.85%
42238.03(b)(2)	GAP Funding rate	12.00%	30.16%
	In-Lieu of Property Tax	F-6 - 0	- 0
	Statewide 90th percentile rate	12,921	---
42238.02	UNDUPLICATED PUPIL PERCENTAGE		
Charter School:		2013-14	2014-15
	Enrollment	A-1, A-2, A-3 -	-
	Unduplicated Pupil Count	B-1, B-2, B-3 -	-
		1-yr percentage	2-yr percentage
42238.02(b)(5)(A)/(B)/(D)	Single Year Unduplicated Pupil Percentage	0.00%	0.00%
42238.02(b)(5)(C)	Unduplicated Pupil Percentage (%)	0.00%	0.00%
Concentration Grant Funding Limitation: District of Physical Location			
Enter the unduplicated pupil percentage for the district that the charter school is physically located the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the			
	Unduplicated Pupil Percentage (%)	H-3 2013-14 0.00%	2014-15 0.00%
	Unduplicated Pupil Percentage: Supplemental Grant	0.00%	0.00%
	Unduplicated Pupil Percentage: Concentration Grant	0.00%	0.00%
42238.05	AVERAGE DAILY ATTENDANCE (ADA)		
Enter P2 Data - Note Charter School ADA is always funded on Current Year			
		2013-14	2014-15
	Grades TK-3	B-1 -	-
	Grades 4-6	B-2 -	-
	Grades 7-8	B-3 -	-
	Grades 9-12	B-4 -	-
	SUBTOTAL ADA	-	-
	RATIO: ADA to Enrollment	-	-

ts required to calculate the LCFF

School						8/24/16
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
1.02%	0.00%	1.11%	2.42%	2.67%	0.00%	
52.56%	54.18%	72.99%	40.36%	73.98%	0.00%	
- 0		1,456,107	2,912,214	3,640,267	4,368,321	
---	---	---	---	---	---	

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
-		200	400	500	600	
-		19	37	47	56	
<i>3-yr percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	
0.00%	0.00%	9.50%	9.25%	9.40%	9.33%	
0.00%	0.00%	9.50%	9.33%	9.36%	9.33%	

in. If the charter school is located in more than one district, enter the information for authorizing agency automatically in the list of physical locations.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
0.00%		9.38%	9.38%	9.38%	9.38%	
0.00%	0.00%	9.50%	9.33%	9.36%	9.33%	
0.00%	0.00%	9.38%	9.33%	9.36%	9.33%	

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
-						
-						
-		96.00	192.00	192.00	192.00	
-		96.00	192.00	288.00	384.00	
-	-	192.00	384.00	480.00	576.00	
-	-	0.96	0.96	0.96	0.96	

USER NOTES

from Charter School LCFF Transition Calculation

from Charter School Unduplicated Pupil Percentage

from Charter School Unduplicated Pupil Percentage

from Charter School LCFF Target Entitlement

School Assumptions Worksheet

School Name: **SOUL Charter School**

	Enter Data in Yellow Boxes
	Automatically Generated
	Leave White Boxes Empty

Worksheet Contains the Following Calculators:

- 1) Enrollment
- 2) Certificated Staff
- 3) Classified Staff
- 4) Benefits
- 5) Books & Supplies
- 6) Entitlement Block Grant Funding

[Click Here to Reset Enrollment Values](#)

General School Information

Is this budget for a new charter school (in first year of operations)?	Yes
Do you plan on offering staff CalSTRS?	Yes
If not, STRS, please estimate the % of Employer Matching Contribution Rate for Retirement	5.00%
Do you plan on offering staff CalPERS?	No
If not PERS, please estimate the % of salary for Employer Matching Contribution Rate for Retirement:	7.75%
Please estimate your District's Oversight Fee (generally 1-3%):	1.00%
Do you plan on applying for Title I funding?	Yes
New School's District base funding rate	8221
New School's District Unduplicated FRL/EL/Foster Youth Rate	9.38%

http://www.dof.ca.gov/reports_and_periodicals/district_estimate/documents/LCFF_Funding_Estim
<http://www.cde.ca.gov/ds/sd/sd/filesosp.asp>

Enrollment

Enter Target ADA %:	96.00%
	0.00%
	0.00%
Estimate % of Unduplicated	9.38%
District/Authorizer Encroachment Rate:	\$ 500.00

YEAR ONE

	Enrollment	ADA #	Unduplicated EL	Unduplicated Foste	FRL #
Grades K-3		0.00	0		0
Grades 4-6		0.00	0		0
Grades 7-8	100	96.00	5		5
Grades 9-12	100	96.00	5		5
TOTAL	200	192.00	10	-	10

Pupil:Teacher Ratio
25.00

YEAR TWO

	Enrollment	ADA #	Unduplicated EL	Unduplicated Foste	FRL #
Grades K-3		0.00	0		0
Grades 4-6		0.00	0		0
Grades 7-8	200	192.00	10		10
Grades 9-12	200	192.00	10		10
TOTAL	400	384.00	20	-	20

Pupil:Teacher Ratio
25.00

YEAR THREE

	Enrollment	ADA #	Unduplicated EL	Unduplicated Foste	FRL #
Grades K-3		0.00	0		0

Pupil:Teacher Ratio
25.00

Grades 4-6		0.00	0		0
Grades 7-8	200	192.00	10		10
Grades 9-12	300	288.00	15		15
TOTAL	600	480.00	25	-	25

YEAR FOUR

	Enrollment	ADA #	Unduplicated EL	Unduplicated Foste	FRL #
Grades K-3		0.00	0		0
Grades 4-6		0.00	0		0
Grades 7-8	200	192.00	10		10
Grades 9-12	400	384.00	20		20
TOTAL	600	576.00	30	-	30

Pupil:Teacher Ratio

25.00

YEAR FIVE

	Enrollment	ADA #	Unduplicated EL	Unduplicated Foste	FRL #
Grades K-3		0.00	0		0
Grades 4-6		0.00	0		0
Grades 7-8	200	192.00	10		10
Grades 9-12	400	384.00	20		20
TOTAL	600	576.00	30	-	30

Pupil:Teacher Ratio

25.00

Salaries

COLA 2.0%

Certificated Staff Salaries

1000	Teachers			Specialist Teachers, Counselors			Administrators, ED			Total Certificated
	# Teachers	Avg. Salary	Teacher Total	# Aides	Avg. Salary	Aides Total	# Admin	Avg. Salary	Admin Total	
Year One	8.0	\$ 50,000	\$ 400,000	2.0	\$ 50,000	\$ 100,000	2.0	\$ 60,000	\$ 120,000	\$ 620,000
Year Two	16.0	\$ 51,000	\$ 816,000	3.0	\$ 51,000	\$ 153,000	2.0	\$ 61,200	\$ 122,400	\$ 1,091,400
Year Three	20.0	\$ 52,020	\$ 1,040,400	4.0	\$ 52,020	\$ 208,080	2.0	\$ 62,424	\$ 124,848	\$ 1,373,328
Year Four	24.0	\$ 53,060	\$ 1,273,450	5.0	\$ 53,060	\$ 265,302	2.0	\$ 63,672	\$ 127,345	\$ 1,666,097
Year Five	24.0	\$ 54,122	\$ 1,298,919	5.0	\$ 54,122	\$ 270,608	2.0	\$ 64,946	\$ 129,892	\$ 1,699,418

Classified Staff Salaries

2000	Aides (Classified)			Support		
	# Aides	Avg. Salary	Aides Total	# Support	Avg. Salary	Support Total
Year One	4.0	\$ 30,000	\$ 120,000	-	\$ 35,000	\$ -
Year Two	6.0	\$ 30,600	\$ 183,600	-	\$ 35,700	\$ -
Year Three	7.0	\$ 31,212	\$ 218,484	-	\$ 36,414	\$ -
Year Four	8.0	\$ 31,836	\$ 254,690	-	\$ 37,142	\$ -
Year Five	8.0	\$ 32,473	\$ 259,784	-	\$ 37,885	\$ -

2000	Office Administrators			Clerical/Office			Other (e.g. IT)			Total Classified
	# Admin	Avg. Salary	Admin Total	# Office	Avg. Salary	Office Total	# Other	Avg. Salary	Other Total	
Year One	1.0	\$ 50,000	\$ 50,000	-	\$ 35,000	\$ -	-	\$ 65,000	\$ -	\$ 170,000
Year Two	1.0	\$ 51,000	\$ 51,000	-	\$ 35,700	\$ -	-	\$ 66,300	\$ -	\$ 234,600
Year Three	2.0	\$ 52,020	\$ 104,040	-	\$ 36,414	\$ -	-	\$ 67,626	\$ -	\$ 322,624
Year Four	2.0	\$ 53,060	\$ 106,121	-	\$ 37,142	\$ -	-	\$ 68,979	\$ -	\$ 360,811
Year Five	2.0	\$ 54,122	\$ 108,243	-	\$ 37,885	\$ -	-	\$ 70,358	\$ -	\$ 368,027

Benefits

Staff Benefits and Health Plan

3000	Benefits	Health Plan Cost (\$/Person)	# employees	Health Plan Total	Total Benefits
Year One	\$ 107,001	\$ 7,000	17	\$ 119,000	\$ 226,001
Year Two	\$ 202,114	\$ 8,000	28	\$ 224,000	\$ 426,114
Year Three	\$ 282,449	\$ 9,000	35	\$ 315,000	\$ 697,449
Year Four	\$ 370,453	\$ 10,000	41	\$ 410,000	\$ 780,453

Year Five	\$ 394,346	\$ 11,000	41	\$ 451,000	\$ 846,346
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Books & Supplies (\$ Per Student)

4000	Textbooks	Other Books	Supplies	Equipment
Year One	\$ 250.00	\$ 50.00	\$ 100.00	\$ 250.00
Year Two	\$ 150.00	\$ 50.00	\$ 100.00	\$ 250.00
Year Three	\$ 90.00	\$ 50.00	\$ 100.00	\$ 250.00
Year Four	\$ 91.67	\$ 50.00	\$ 100.00	\$ 250.00
Year Five	\$ 50.00	\$ 50.00	\$ 100.00	\$ 250.00

Local Control Fund Formula- In-lieu of Property Tax portion

Schools often receive ADA funding from two sources: the state and the local district (also known as "in-lieu of property tax" funding). The total amount is the same regardless of the source, however the timing of the payments varies slightly. Contact your charter authorizer to find out what percentage of the general purpose entitlement they fund. If unknown, put 100% in the state portion below.

8000	% from Source
State Portion	10%
Local District	90%
TOTAL	100%

Start-Up Budget

School Name: **SOUL Charter School**
 Operating Year: **Start-up Year (i.e. Prior to School Opening)**
 Time Period: **January to August 2017**

	Enter Data in Yellow Boxes
	Automatically Generated
	Leave White Boxes Empty

Category	Startup Cost	Guidelines
Enrollment Projections by Grade Level		
Projected Enrollment K-3	0	
Projected Enrollment 4-6	0	
Projected Enrollment 7-8	100	
Projected Enrollment 9-12	100	
Total Projected Enrollment	200	
Certificated Salaries:		
Certificated Teachers FTE		
Certificated Instructional Aides		
Certificated Administrations and Management		
Total Certificated Staffing Startup	\$ -	
Classified Salaries		
Director	\$ -	2-6 months Admin Salary
Admin Support	\$ -	2-6 months Admin support
Sub-total	\$ -	
Benefits		
STRS/PERS/OASDI/Medicare (16.5% salaries)	\$ -	
Health and Welfare Benefits	\$ -	
Unemployment Insurance	\$ -	1% of total salaries
Workers' Compensation Insurance	\$ -	6% of total salaries
Retiree Benefits	\$ -	
Other Employee Benefits	\$ -	
Sub-total	\$ -	
Facilities		
Lease Deposit, prepaid rent & rent		Contingent on lease plus 2-3 months occupancy
Site preparation, Tenant Improvement		Contingent on lease, may be incorporated into lease.
Interior Decorating		Contingent on lease, may be incorporated into lease.
Network Wiring		Contingent on lease, may be incorporated into lease.
Power & ventilation for Computer Server		Contingent on lease, may be incorporated into lease.
Sub-total	\$ -	
Initial Staff Development		
Staff Orientation	\$ 7,500	Contingent on grades and classes, 5-10 teacher days per class grade @ \$150
Instructional Consultation	\$ -	
Sub-total	\$ 7,500	
Furniture, Fixtures & Equipment		
Student Work Stations, Desks & Tables		Single Student Desk/Chair: \$100 each Multistudent Tables \$125 each
Students Chairs		Individual Chairs \$35 each
Staff Workstations, Desks & Chairs		Teacher/Staff Workstation & Chair \$400 each
Book shelves		One - Two per certificated teacher Mgmt/classified staff @ \$100
File Cabinets		One per certificated teacher & classified staff \$350 each
Fire Proof Storage Student Records & MIS Backup		One \$1000
Bulletin Boards, Dry Erase Boards		One - Two per certificated teacher \$150 each
Storage Cabinets		As needed..... \$75-\$100 each
Sub-total	\$ -	
Instructional Materials & Equipment		
Textbook(s) & Curriculum	\$ -	\$200-300 per student (if not already allocated in the Planning Budget
Teacher/Students Computer(s)	\$ -	One per every 5-20 students, one per teacher \$500-1,000 each (PC)

Classroom Printer(s)		One per classroom \$150-\$350 each
Classroom Software License(s)		As needed: \$50-\$150 per computer
Classroom Fax Machine(s)	\$ -	If needed
Television(s)	\$ -	If needed
VCR(s)/DVD(s)	\$ -	If needed
Overhead Projector(s)	\$ -	If needed, \$150-\$300 each
Video Display Projection System(s)		One per classroom \$500-\$1500 each
Projection Screen(s)		One for each classroom @ \$150
Public Address System	\$ -	If needed \$750-1500
Sub-total	\$ -	
Office Equipment & Supplies		
First Aid Kit(s)	\$ 350	One per classroom and office \$25-\$50 each
Copier Lease or Purchase?	\$ -	If leasing, likely to be covered in 5000 Series Breakdown
Initial Office Supplies & Equipment	\$ 1,000	Amount needed to start school year \$1,000-\$3000
Fire Extinguishers	\$ 750	As required by occupancy - assume one per classroom @ \$50
Cleaning Equipment/Supplies	\$ 500	Amount needed to start school year \$500-1,000
Telephone System		\$750-\$1,500 if purchasing up front, or may be leased and covered in 5000 Series Breakdown
Admin Computer(s)	\$ 1,000	One per admin staff \$500-\$1200 (PC)
Admin Printer(s)	\$ 350	One public & one secure printer @ \$350-500 (Copier may also serve as printer)
Admin Software License(s)	\$ 500	As needed per computer (likely \$100-\$300 each)
Admin Fax Machine(s)	\$ -	\$350 if needed. (Copier may also serve as fax machine)
Tool Kit	\$ 150	One for the school @ \$150-\$350
Misc	\$ 2,000	Estimate \$1,000-\$5000)
Sub-total	\$ 6,600	
Professional Services & Consultants		
Legal	\$ 2,500	Assumes contracts @ \$2500-\$7500 (If needed)
Testing, Accountability & Assessment		Assumes contracts @ \$2500-\$7500 (If needed)
Finance & Operations	\$ 2,500	Assumes contracts @ \$2500-\$7500 (If needed)
Special Education		Assumes contracts @ \$2500-\$7500 (If needed)
Technology	\$ 2,500	Assumes contracts @ \$2500-\$7500 (If needed)
Sub-total	\$ 7,500	
TOTAL	\$ 21,600	

CHARTER SCHOOL PLANNING BUDGET

School Name: SOUL Charter School
 Operating Years: Startup - Year 5
 Time Period:

Enter Data in Yellow Boxes
 Automatically Generated
 Leave White Boxes Empty

COLA 2.0%

Object Code	Description	Startup	2017-18	2018-19	2019-20	2020-21	2021-22
REVENUES							
LCFF State revenues							
Local Control Funding Formula 2016-17							
8011	LCFF State Portion		\$ 84,097	\$ 218,512	\$ 572,864	\$ 584,321	\$ 596,008
8012	EPA		\$ 38,400	\$ 78,800	-	-	\$ -
8019	PY Adjustments						
8096	In-Lieu of Property Tax		\$ 1,456,107	\$ 2,912,214	\$ 3,640,267	\$ 3,713,072	\$ 3,787,334
LCFF State revenues			\$ 1,578,604	\$ 3,207,526	\$ 4,213,131	\$ 4,297,394	\$ 4,383,341
Federal Revenues							
8290	No Child Left Behind (Title I) (assumes school will apply)		\$ -	\$ -	\$ -	\$ -	\$ -
8110	CDE PCS Grant		\$ -	\$ -	\$ -	\$ -	\$ -
8190	EESA/Math & Science		\$ -	\$ -	\$ -	\$ -	\$ -
8220	Child Nutrition - Federal		\$ -	\$ -	\$ -	\$ -	\$ -
8260-8299	Other Federal Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
Total, Federal Revenues			\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue							
8321	Special Educator TBD \$ 500		\$ 96,000	\$ 192,000	\$ 240,000	\$ 288,000	\$ 288,000
8560	State Lottery \$181		\$ 34,752	\$ 34,752	\$ 70,894	\$ 90,390	\$ 110,837
8590	SB 740 Facility Grant (see facilities tab)		\$ -	\$ -	\$ -	\$ -	\$ -
	Mandate Block Grant K-8 \$24		\$ 2,304	\$ 4,608	\$ 4,608	\$ 4,608	\$ 4,608
	Mandate Block Grant 9-12 \$42		\$ 4,032	\$ 8,064	\$ 12,096	\$ 16,128	\$ 16,128
8590	All Other State Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
Total, Other State Revenues			\$ 102,336	\$ 239,424	\$ 327,598	\$ 399,126	\$ 419,373
Other Local Revenue							
8600	Transfers from Sponsoring LEA		\$ -	\$ -	\$ -	\$ -	\$ -
8680	Interest		\$ -	\$ -	\$ -	\$ -	\$ -
8800	Fundraising		\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
8800	Other Grants		\$ -	\$ -	\$ -	\$ -	\$ -
8800	Parent Loan Program		\$ -	\$ -	\$ -	\$ -	\$ -
8979	Loan Financing (e.g. Charter School Revolving Loan)		\$ 250,000	\$ -	\$ -	\$ -	\$ -
Total, Local Revenues			\$ 250,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
TOTAL REVENUES			\$ 290,000	\$ 1,720,940	\$ 3,486,950	\$ 4,580,729	\$ 4,736,520
EXPENDITURES							
Certificated Salaries							
1100	Certificated Teacher Salaries		\$ 400,000	\$ 818,000	\$ 1,040,400	\$ 1,273,450	\$ 1,298,919
1120	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 16,000	\$ 32,640	\$ 41,816	\$ 50,938	\$ 51,957
1200	Certificated Pupil Support/Teacher Aide Salaries		\$ 100,000	\$ 153,000	\$ 208,080	\$ 265,302	\$ 270,808
1300	Certificated Supervisor and Administrator Salaries		\$ 120,000	\$ 122,400	\$ 124,848	\$ 127,345	\$ 129,892
1900	Other Certificated Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
Total, Certificated Salaries			\$ 636,000	\$ 1,124,040	\$ 1,414,944	\$ 1,717,035	\$ 1,751,376
Classified (non-certificated) Salaries							
2100	Non-certificated Instructional Classified Salaries		\$ 120,000	\$ 183,600	\$ 218,484	\$ 254,890	\$ 259,784
2200	Non-certificated Support Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
2300	Non-certificated Supervisor and Administrator Salaries		\$ 50,000	\$ 51,000	\$ 104,040	\$ 108,121	\$ 108,243
2400	Clerical and Office Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
2900	Other Non-certificated Salaries (IT support, etc.)		\$ -	\$ -	\$ -	\$ -	\$ -
Total, Non-certificated Salaries			\$ 170,000	\$ 234,600	\$ 322,524	\$ 360,811	\$ 368,027
Employee Benefits							
3101-3302	STRS/PERS/OASDI/Medicare (12.56%-STRS, 13.05%-PERS)		\$ 107,001	\$ 202,114	\$ 282,449	\$ 370,453	\$ 394,348
3401-3402	Health and Welfare Benefits		\$ 119,000	\$ 224,000	\$ 315,000	\$ 410,000	\$ 451,000
3501-3502	Unemployment Insurance 3.50%		\$ 28,210	\$ 47,552	\$ 60,811	\$ 72,725	\$ 74,179
3601-3602	Workers' Compensation Insurance 4.00%		\$ 32,240	\$ 54,346	\$ 69,499	\$ 83,114	\$ 84,776
3701-3702	Other Retiree Benefits no PERS 7.75%		\$ 13,175	\$ 18,182	\$ 24,996	\$ 27,963	\$ 28,522
3901-3902	Other Employee Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
Total, Employee Benefits			\$ 299,626	\$ 548,194	\$ 752,755	\$ 964,254	\$ 1,032,824
Books and Supplies							
4100	Approved Textbooks and Core Curricula Materials		\$ 50,000	\$ 60,000	\$ 45,000	\$ 55,000	\$ 30,000
4200	Books and Other Reference Materials		\$ 10,000	\$ 20,000	\$ 25,000	\$ 30,000	\$ 30,000
4300	Materials and Supplies		\$ 6,800.00	\$ 20,000	\$ 40,000	\$ 60,000	\$ 60,000
4400	Non-capitalized Equipment (computers, printers, servers)		\$ -	\$ 50,000	\$ 100,000	\$ 125,000	\$ 150,000
4700	Food		\$ -	\$ -	\$ -	\$ -	\$ -
Total, Books and Supplies			\$ 6,800.00	\$ 130,000	\$ 220,000	\$ 295,000	\$ 270,000
Services and Other Operating Expenditures							
5200	Travel and Conferences		\$ 12,000	\$ 17,500	\$ 24,500	\$ 30,000	\$ 35,500
5300	Dues and Memberships		\$ 1,000	\$ 7,900	\$ 2,500	\$ 3,000	\$ 3,900
5400	Insurance		\$ 19,000	\$ 24,000	\$ 34,000	\$ 40,000	\$ 46,000
5500	Utilities and Housekeeping Services		\$ 37,500	\$ 45,000	\$ 50,500	\$ 54,500	\$ 58,500
5600	Rentals, Leases, Repairs, and Noncap. Improvements		\$ 251,000	\$ 380,421	\$ 503,423	\$ 599,426	\$ 599,426
5800	Professional/Consulting Services and Operating Expend.		\$ 15,000.00	\$ 114,000	\$ 144,500	\$ 183,000	\$ 225,000
5900	Communications (Phones, ISP, Internet)		\$ 6,250	\$ 7,800	\$ 9,350	\$ 10,900	\$ 12,450
Total, Services/Other Operating			\$ 15,000.00	\$ 446,750	\$ 633,221	\$ 807,273	\$ 940,826
Capital Outlay							
6100-6170	Land and Land Improvements		\$ -	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings		\$ -	\$ -	\$ -	\$ -	\$ -
6300	Books and Media for New Libraries		\$ 5,000	\$ 5,000	\$ 3,000	\$ 3,000	\$ 3,000
6400	Equipment (computers, servers, etc. over \$5,000)		\$ 10,000	\$ 10,000	\$ 50,000	\$ 50,000	\$ 50,000
6490	Furniture		\$ -	\$ -	\$ -	\$ -	\$ -
6500	Equipment Replacement		\$ -	\$ -	\$ -	\$ -	\$ -
Total, Capital Outlay			\$ 15,000	\$ 15,000	\$ 53,000	\$ 53,000	\$ 53,000
Other Outgo							
7110-7143	Tuition to Other Schools		\$ -	\$ -	\$ -	\$ -	\$ -
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)		\$ -	\$ -	\$ -	\$ -	\$ -
7221	Transfers of Apportionment to LEAs (Special Ed)		\$ 96,000	\$ 192,000	\$ 240,000	\$ 288,000	\$ 288,000
7221-7223AO	All Other Transfers of Apportionments to Other LEAs		\$ -	\$ -	\$ -	\$ -	\$ -

Year 1 Expenses as % of Revenue	
23%	Certificated S
1%	Teacher Salary
6%	Substitute Tea
7%	Certificated Pu
0%	Certificated Su
0%	Other Certificat
37%	Total, C
7%	Classified (nc
0%	Instructional A
3%	Non-certificat
0%	Non-certificat
0%	Clerical and O
0%	Other Non-ces
10%	Total, N
6%	Employee Be
7%	STRS/PERS/C
2%	Health and We
2%	Unemployment
1%	Workers' Com
0%	Retiree Benef
0%	Other Emplo
17%	Total, E
3%	Books and Su
1%	Approved Text
1%	Books and Oth
3%	Materials and
0%	Non-capitalize
0%	Food
8%	Total, B
1%	Services and Co
0%	Dues and Men
1%	Insurance
2%	Utilities and H
15%	Rentals, Lease
7%	Professional/C
0%	Communicatio
26%	Total, S
0%	Capital Outlay
0%	Land and Linc
0%	Buildings and
0%	Books and Me
1%	Equipment (co
0%	Furniture
0%	Equipment Re
1%	Total, C
0%	Other Outgo
0%	Tuition to Othe
0%	Transfers of Ap
6%	Transfers of Ap
0%	All Other Tran

You may fill in estimates here or use the 5000 series breakdown worksheet

7281	All Other Transfers	\$ -	\$ -	\$ -	\$ -	\$ -
7350	District Oversight (currently set to 1.00%)	\$ 15,786	\$ 32,075	\$ 42,131	\$ 42,974	\$ 43,833
7430	Loan Repayment	\$ -	\$ 50,000	\$ 200,000	\$ -	\$ -
7438	Debt Interest	\$ -	\$ 2,000	\$ 10,000	\$ -	\$ -
	Total, Other Outgo	\$ -	\$ 111,786	\$ 278,075	\$ 330,974	\$ 331,833
	TOTAL EXPENDITURES	\$ 21,600	\$ 1,803,162	\$ 3,049,130	\$ 4,087,627	\$ 4,786,935
	Cash Reserve Requirement (5% Operating Expenses)	\$ 90,158	\$ 62,298	\$ 51,925	\$ 28,714	\$ 6,252
	Excess of Revenues over Expenditures and Reserve	\$ 268,400	\$ (172,380)	\$ 375,522	\$ 441,177	\$ 49,528
	Beginning Cash Balance (less reserves)	\$ -	\$ 268,400	\$ 96,020	\$ 471,542	\$ 912,719
	Net Cash Balance	\$ 268,400	\$ 96,020	\$ 471,542	\$ 912,719	\$ 958,626
	Cumulative Reserve Total	\$ 90,158	\$ 152,456	\$ 204,381	\$ 233,095	\$ 239,347
	Total Cash Balance Including Reserves	\$ 268,400	\$ 186,178	\$ 623,998	\$ 1,117,100	\$ 1,247,501

0%	All Other Trans
1%	District Oversi
0%	Loan Repayme
0%	Debt Interest
6%	Total, O
105%	TOTAL EXPE

CASH FLOW PROJECTION

School Name: SOUL Charter School
 Operating Years: Year 1 - Year 5
 Time Period:

Enter Data in Yellow Boxes
 Automatically Generated
 Please Leave Gray Boxes Empty

Note: Your Fundraising, Grants, Local Revenue, and Loan Financing has not been automatically entered into this worksheet as each school will expect to receive this revenue at different times of the year. The amount you've allocated in your planning budget is noted in Column A. Please distribute this revenue throughout the year based on when you will receive the funds.

This model reflects State Aid funding being received in the month that it's due. You may want to delay it by one month during your planning to compensate for potential delays.

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Received In Current Year	Accrued, But Deferred	Total Earned In Current Year
Year 1 of Operations															
SOUL Charter School															
BEGINNING CASH	\$ 289,490	\$ 289,847	\$ 191,184	\$ 274,083	\$ 210,922	\$ 128,878	\$ 120,894	\$ 77,883	\$ 41,800	\$ 135,891	\$ 95,537	\$ 36,184	\$ 742		
REVENUE															
LCFF Revenue Sources															
LCFF - State Aid Portion	\$ -	\$ -	\$ 31,116	\$ -	\$ -	\$ 15,137	\$ -	\$ 7,569	\$ 7,569	\$ 7,569	\$ 7,569	\$ 7,569	\$ 84,097	\$ 0	\$ 84,097
LCFF - EPA	\$ -	\$ -	\$ 9,800	\$ -	\$ -	\$ 9,800	\$ -	\$ -	\$ 9,800	\$ -	\$ -	\$ -	\$ 38,400	\$ -	\$ 38,400
PY Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF - Local Revenue (In Lieu of Property Tax)	\$ -	\$ 87,380	\$ 174,733	\$ 118,489	\$ 118,489	\$ 118,489	\$ 118,489	\$ 118,489	\$ 203,855	\$ 101,927	\$ 101,927	\$ 101,927	\$ 1,954,190	\$ 101,927	\$ 1,458,107
Federal Revenue															
Child Nutrition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CDE PCB Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue															
Special Education Local Plan Area (BELPA)			\$ 48,000.00						\$ 48,000.00				\$ 96,000	\$ -	\$ 96,000
California Lottery (unaffiliated)															
SB740 Facility Grant										\$ -			\$ -	\$ -	\$ -
All Other State Revenue													\$ 5,472	\$ 884	\$ 6,356
Other Local Revenue															
Transfers from LEAB	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$40,000 in budget)	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ -	\$ 40,000
Grants (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Local Revenue (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Financing/Receivable Factoring	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 40,000	\$ 87,380	\$ 263,448	\$ 118,489	\$ 118,489	\$ 441,726	\$ 118,489	\$ 134,987	\$ 289,054	\$ 109,498	\$ 109,498	\$ 134,888	\$ 1,619,148	\$ 102,791	\$ 1,720,940
DISBURSEMENTS															
1000 Certificated Salaries	\$ 28,820	\$ 55,218	\$ 55,218	\$ 55,218	\$ 55,218	\$ 55,218	\$ 55,218	\$ 55,218	\$ 55,218	\$ 55,218	\$ 55,218	\$ 55,218	\$ 636,000	\$ -	\$ 636,000
2000 Classified Salaries	\$ 7,850	\$ 14,799	\$ 14,799	\$ 14,799	\$ 14,799	\$ 14,799	\$ 14,799	\$ 14,799	\$ 14,799	\$ 14,799	\$ 14,799	\$ 14,799	\$ 170,000	\$ -	\$ 170,000
3000 Employee Benefits	\$ 13,483	\$ 28,013	\$ 28,013	\$ 28,013	\$ 28,013	\$ 28,013	\$ 28,013	\$ 28,013	\$ 28,013	\$ 28,013	\$ 28,013	\$ 28,013	\$ 299,828	\$ (0)	\$ 299,828
4000 Books and Supplies	\$ -	\$ 6,500	\$ 19,900	\$ 19,900	\$ 32,900	\$ 5,417	\$ 5,417	\$ 5,417	\$ 19,900	\$ 5,417	\$ 5,417	\$ 5,417	\$ 130,000	\$ (0)	\$ 130,000
5000 Services and Other Operating Expenditures	\$ -	\$ 40,089	\$ 40,089	\$ 40,089	\$ 40,089	\$ 40,089	\$ 40,089	\$ 40,089	\$ 40,089	\$ 40,089	\$ 40,089	\$ 40,089	\$ 440,750	\$ -	\$ 440,750
8000 Capital Outlay	\$ -	\$ -	\$ 6,777	\$ 6,777	\$ 181	\$ 181	\$ 181	\$ 181	\$ 181	\$ 181	\$ 181	\$ 321	\$ 18,000	\$ (0)	\$ 18,000
7000 Other Outlay	\$ -	\$ 4,790	\$ 10,703	\$ 10,703	\$ 10,703	\$ 10,703	\$ 10,703	\$ 10,703	\$ 10,703	\$ 10,703	\$ 10,703	\$ 10,703	\$ 111,798	\$ (0)	\$ 111,798
7000 Short Term Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 49,783	\$ 147,218	\$ 173,938	\$ 173,938	\$ 179,539	\$ 192,337	\$ 192,337	\$ 192,337	\$ 186,433	\$ 193,237	\$ 193,237	\$ 193,237	\$ 1,993,162	\$ (0)	\$ 1,993,162
REVENUE LESS EXPENDITURES	\$ (9,783)	\$ (59,899)	\$ 89,412	\$ (55,449)	\$ (61,050)	\$ (50,611)	\$ (73,848)	\$ (73,350)	\$ 102,621	\$ (83,739)	\$ (83,740)	\$ (58,349)	\$ (185,014)	\$ 102,791	\$ (82,222)
Reserve Requirement	\$ -	\$ 7,513	\$ 7,513	\$ 7,513	\$ 7,513	\$ 7,513	\$ 7,513	\$ 7,513	\$ 7,513	\$ 7,513	\$ 7,513	\$ 7,513	\$ 82,845	\$ 7,513	\$ 90,150
NET INCREASE (DECREASE)	\$ (9,783)	\$ (87,469)	\$ 82,899	\$ (84,281)	\$ (79,448)	\$ (58,792)	\$ (45,361)	\$ (58,792)	\$ 84,881	\$ (80,346)	\$ (80,346)	\$ (26,442)	\$ (287,868)	\$ 99,279	\$ (172,982)
CASH BALANCE	\$ 289,847	\$ 191,184	\$ 274,083	\$ 210,922	\$ 136,978	\$ 120,854	\$ 77,593	\$ 41,800	\$ 138,861	\$ 86,537	\$ 36,184	\$ 742			
CASH BALANCE WITH RESERVES	\$ 289,847	\$ 199,697	\$ 280,109	\$ 237,282	\$ 189,830	\$ 159,520	\$ 122,672	\$ 84,362	\$ 188,899	\$ 154,158	\$ 111,915	\$ 63,289			

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year 2 Total Received	Year 2 Accrued, But Deferred	Year 2 Total Earned
Year 2 of Operations															
SOUL Charter School															
BEGINNING CASH	\$ 83,396	\$ 10,344	\$ 28,321	\$ 288,260	\$ 248,188	\$ 187,683	\$ 219,828	\$ 214,287	\$ 208,648	\$ 477,790	\$ 445,026	\$ 408,282	\$ 187,228		
REVENUE															
LCFF Revenue Sources															
LCFF - State Aid Portion	\$ 10,826	\$ 10,826	\$ 19,886	\$ 19,886	\$ 19,886	\$ 19,886	\$ 19,886	\$ 19,886	\$ 19,886	\$ 19,886	\$ 19,886	\$ 19,886	\$ 218,512	\$ 0	\$ 218,512
LCFF - EPA	\$ -	\$ -	\$ 19,200	\$ -	\$ -	\$ 19,200	\$ -	\$ -	\$ 19,200	\$ -	\$ -	\$ -	\$ 78,800	\$ -	\$ 78,800
PY Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF - Local Revenue (In Lieu of Property Tax)	\$ -	\$ 174,733	\$ 349,466	\$ 232,977	\$ 232,977	\$ 232,977	\$ 232,977	\$ 232,977	\$ 497,710	\$ 203,855	\$ 203,855	\$ 203,855	\$ 2,708,359	\$ 203,855	\$ 2,812,214
Federal Revenue															
Child Nutrition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CDE PCB Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue															
Other State Revenue															
Special Education Local Plan Area (BELPA)			\$ 98,000.00						\$ 98,000.00				\$ 196,000	\$ -	\$ 196,000
California Lottery (unaffiliated)			\$ 8,889			\$ 8,889			\$ 8,889				\$ 24,752	\$ -	\$ 24,752
SB740 Facility Grant										\$ -			\$ -	\$ -	\$ -
All Other State Revenue													\$ -	\$ 12,872	\$ 12,872
Other Local Revenue															
Transfers from LEAB	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$40,000 in budget)	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ -	\$ 40,000
Grants (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Local Revenue (\$00.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Financing/Receivable Factoring	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 69,926	\$ 198,699	\$ 493,929	\$ 282,641	\$ 282,641	\$ 709,921	\$ 282,641	\$ 282,641	\$ 801,294	\$ 223,821	\$ 223,821	\$ 281,489	\$ 3,279,423	\$ 216,827	\$ 3,496,250

LCFF Calculator			
SOUL			
		2013-14	2014-15
Summary			
		2013-14	2014-15
Target		\$-	\$-
Floor		-	-
Applied Formula: Target or Floor		FLOOR	FLOOR
<i>Remaining Need after Gap (informational only)</i>		-	-
Current Year Gap Funding		-	-
Economic Recovery Target		-	-
Additional State Aid		-	-
Total Phase-In Entitlement		\$-	\$-
Components of			
		2012-13	2013-14
		2013-14	2014-15
8011 - State Aid	\$-	\$-	\$-
8011 - Fair Share	-	-	-
8311 & 8590 - Categoricals	-	-	-
EPA (for LCFF Calculation purposes)	-	-	-
<i>Local Revenue Sources:</i>			
8021 to 8089 - Property Taxes		-	-
8096 - In-Lieu of Property Taxes		-	-
<i>Property Taxes net of in-lieu</i>	-	-	-
TOTAL FUNDING	\$-	\$-	\$-
<i>Less: Excess Taxes</i>	<i>\$-</i>	<i>\$-</i>	<i>\$-</i>
<i>Less: EPA in Excess to LCFF Funding</i>	<i>\$-</i>	<i>\$-</i>	<i>\$-</i>
Total Phase-In Entitlement		\$-	\$-
8012 - EPA Receipts (for budget & cashflow)	\$-	\$-	\$-
Summary of			
		2013-14	2014-15
Unduplicated Pupil Population			
Agency Unduplicated Pupil Count		-	-
COE Unduplicated Pupil Count		-	-
Total Unduplicated pupil Count		-	-
Rolling %, Supplemental Grant		0.0000%	0.0000%
Rolling %, Concentration Grant		0.0000%	0.0000%
FUNDED ADA			
Adjusted Base Grant ADA		Current Year	Current Year
Grades TK-3		-	-
Grades 4-6		-	-
Grades 7-8		-	-
Grades 9-12		-	-
Total Adjusted Base Grant ADA		-	-

Necessary Small School ADA		<i>Current year</i>	<i>Current year</i>
Grades TK-3		-	-
Grades 4-6		-	-
Grades 7-8		-	-
Grades 9-12		-	-
Total Necessary Small School ADA		-	-
Total Funded ADA		0.00	0.00
ACTUAL ADA (Current Year Only)			
Grades TK-3		-	-
Grades 4-6		-	-
Grades 7-8		-	-
Grades 9-12		-	-
Total Actual ADA		-	-
Funded Difference (Funded ADA less Actual ADA)		-	-
Current year Minimum Proportionality Percentage (MPP)			0.00%
Current year estimated supplemental and concentration grant funding in the 1		\$	-
Current year Minimum Proportionality Percentage (MPP)			0.00%

r Universal Assumptions

Charter School

ary of Funding

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
\$-	\$-	\$ 1,602,651	\$ 3,281,878	\$ 4,284,785	\$ 5,199,567
-	-	1,513,622	3,157,210	4,009,406	5,055,759
FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
-	-	24,047	74,352	71,654	143,808
-	-	64,982	50,316	203,725	-
-	-	-	-	-	-
-	-	-	-	-	-
\$-	\$-	\$ 1,578,604	\$ 3,207,526	\$ 4,213,131	\$ 5,055,759

f LCFF By Object Code

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
\$-	\$-	\$ 84,097	\$ 218,512	\$ 572,864	\$ 687,438
-	-	-	-	-	-
-	-	-	-	-	-
-	-	38,400	76,800	-	-
-	-	-	-	-	-
-	-	1,456,107	2,912,214	3,640,267	4,368,321
-	-	-	-	-	-
\$-	\$-	\$ 1,578,604	\$ 3,207,526	\$ 4,213,131	\$ 5,055,759
\$-	\$-	\$-	\$-	\$-	\$-
\$-	\$-	\$-	\$-	\$-	\$-
\$-	\$-	\$ 1,578,604	\$ 3,207,526	\$ 4,213,131	\$ 5,055,759
\$-	\$-	\$ 38,400	\$ 76,800	\$-	\$-

f Student Population

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
-	-	19.00	37.00	47.00	56.00
-	-	-	-	-	-
-	-	19.00	37.00	47.00	56.00
0.0000%	0.0000%	9.5000%	9.3300%	9.3600%	9.3300%
0.0000%	0.0000%	9.3800%	9.3300%	9.3600%	9.3300%
<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
-	-	-	-	-	-
-	-	-	-	-	-
-	-	96.00	192.00	192.00	192.00
-	-	96.00	192.00	288.00	384.00
-	-	192.00	384.00	480.00	576.00

Current year	Current year	Current year	Current year	Current year	Current year
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
0.00	0.00	192.00	384.00	480.00	576.00
-	-	-	-	-	-
-	-	-	-	-	-
-	-	96.00	192.00	192.00	192.00
-	-	96.00	192.00	288.00	384.00
-	-	192.00	384.00	480.00	576.00
-	-	-	-	-	-
0.00%	0.00%	1.40%	0.76%	1.40%	0.00%
\$ -	\$ -	\$ 21,812	\$ 24,264	\$ 58,250	\$ -
0.00%	0.00%	1.40%	0.76%	1.40%	0.00%

5000 Series Breakdown Services and Other Operating Expense

This an **optional** worksheet created to assist you in thinking about some of the specific expenses in each sub-category of the 5000 series. Please feel free to not enter expenses in some line items and to add additional line items for expenses specific to your school.

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5
Travel and Conferences					
Teacher Conference Fees	\$ 10,000	\$ 15,000	\$ 20,000	\$ 25,000	\$ 30,000
Teacher Travel	\$ 500	\$ 1,000	\$ 1,500	\$ 2,000	\$ 2,500
Administration Conference Fees	\$ 1,000	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000
Adminstration Travel	\$ 500	\$ 500	\$ 1,000	\$ 1,000	\$ 1,000
TOTAL 5200	\$ 12,000	\$ 17,500	\$ 24,500	\$ 30,000	\$ 35,500
Dues and Membership					
California Charter Schools Assoc Membership	\$ 1,000	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,000
Other Membership Dues	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5300	\$ 1,000	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,000
Insurance					
General Liability Insurance (Including D & O)	\$ 18,000	\$ 22,000	\$ 30,000	\$ 35,000	\$ 40,000
Other Insurance	\$ 1,000	\$ 2,000	\$ 4,000	\$ 5,000	\$ 6,000
TOTAL 5400	\$ 19,000	\$ 24,000	\$ 34,000	\$ 40,000	\$ 46,000
Utilites and Housekeeping					
Power/Electricity	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Water	\$ 3,500	\$ 7,000	\$ 8,000	\$ 9,000	\$ 10,000
Sewer Hookup	\$ 1,000	\$ 2,000	\$ 4,000	\$ 4,500	\$ 5,000
Trash/Recycling	\$ 1,000	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500
Custodial Service	\$ 20,000	\$ 22,000	\$ 24,000	\$ 26,000	\$ 28,000
TOTAL 5500	\$ 37,500	\$ 45,000	\$ 50,500	\$ 54,500	\$ 58,500
Rentals, Leases, Repairs					
Facility Lease	\$ 240,000	\$ 361,421	\$ 457,423	\$ 553,426	\$ 553,426
Facility Repairs	\$ 5,000	\$ 25,000	\$ 35,000	\$ 35,000	\$ 35,000
Copier Lease & Repair Contract	\$ 5,000	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000
Phone System	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Other Leases/Contracts	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5600	\$ 251,000	\$ 392,421	\$ 503,423	\$ 599,426	\$ 599,426
Professional/Consulting Services					
Third Party Certification (e.g. WASC)	\$ -	\$ -	\$ -	\$ -	\$ 7,000
Advertising	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Legal Expenses	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Fundraising/Marketing Consulting Services					
Business Services	\$ 65,000	\$ 69,000	\$ 72,000	\$ 76,000	\$ 76,000
Student Information System	\$ 9,000	\$ 9,500	\$ 10,000	\$ 11,000	\$ 11,000
Website Development	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Workshops/Stipends for Teacher Development	\$ 15,000	\$ 20,000	\$ 40,000	\$ 50,000	\$ 60,000
Dress Code Assistance					
Student Field Trips	\$ 5,000	\$ 10,000	\$ 20,000	\$ 25,000	\$ 30,000
Athletics Fees/Use Contracts	\$ 2,000	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000
Audit	\$ -0	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
Other Services	\$ 1,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000

TOTAL 5800	\$ 114,000	\$ 144,500	\$ 183,000	\$ 203,000	\$ 225,000
Communications					
Postage & Postage Meter Rental	\$ 2,500	\$ 3,000	\$ 3,500	\$ 4,000	\$ 4,500
Landline Phone Service and Long Distance	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750	\$ 2,000
Cell Phone Service	\$ 250	\$ 300	\$ 350	\$ 400	\$ 450
Website Hosting	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750	\$ 2,000
Internet Service Provider	\$ 1,500	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500
TOTAL 5900	\$ 6,250	\$ 7,800	\$ 9,350	\$ 10,900	\$ 12,450
Totals 5000s	\$ 440,750	\$ 633,221	\$ 807,273	\$ 940,826	\$ 979,876

Charter School Facilities Worksheet

The facilities needs of each charter school are unique and vary widely based on the mission of the school and the students that the school serves. However, many charter developers and operators have asked for some rules of thumb as they begin their search. This template will provide general guidelines on size of building and what you may be able to afford to pay in rent or in mortgage payments.

Before you begin the facilities search, the Association recommends you speak with experts in your area. NCB Capital Impact has also created a helpful guide on charter school facilities entitled *The Answer Key*.
[Click here to download a copy of The Answer Key.](#)

Lease Payments

Determine How Much Space You Need and Anticipated Lease Payments
 Contact Local Brokers to Get an Estimate on Commercial Prices in Your Target Neighborhood
 \$ 1.81 \$ Sq./ft. per month

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades K-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	100	200	200	200	200
Grades 9-12	100	200	300	400	400
Total	200	400	500	600	600

Classroom Count (based on Student/Teacher ratio entered on Assumptions tab)

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades K-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	4	8	8	8	8
Grades 9-12	4	8	12	16	16
Total	8	16	20	24	24

Recommended Sq. Ft per Class

Grades K-3	1,000
Grades 4-6	750
Grades 7-8	750
Grades 9-12	650

Building Square Footage

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Square Footage	6,400	12,800	16,200	19,600	19,600
Circulation and Support Areas	1,920	3,840	4,860	5,880	5,880
Specialty Rooms	-	-	-	-	-
Total Square Footage Needed	8,320	16,640	21,060	25,480	25,480

Circulation and Support

Cost Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
Cost Per Year	180,710	361,421	457,423	553,426	553,426
Monthly Lease Amount	15,059	30,118	38,119	46,119	46,119
Cost Per Student Per Year \$	904	904	915	922	922
% of Budget on Facilities	11%	10%	10%	12%	11%

SB740 Facilities Funding

Determine your school's eligibility for SB740 Facilities Funding and see an estimate for the amount of this funding based on the above facilities assumptions. NOTE: This tool is intended for initial planning purposes only. You should consult a charter advisor to determine your school's actual eligibility.

In order to qualify for SB740 funding, your school must have at least 70% of students enrolled be eligible for FRL, or be physically located in an elementary school attendance area where at least 70% of students enrolled are eligible for FRL.

Eligible charter schools are funded \$750 per unit of ADA, up to 75% of its annual facilities rent and lease costs for the school.

	Year 1	Year 2	Year 3	Year 4	Year 5
% FRL Population (from Assumptions tab)	5%	5%	5%	5%	5%
Does school qualify based on enrollment?	No	No	No	No	No
If not, is it located in a qualifying attendance area?	No	No	No	No	No
Estimated Lease Cost Per Year	180,710	361,421	457,423	553,426	553,426
Estimated SB740 Funding \$	\$ -	\$ -	\$ -	\$ -	\$ -

Mortgage Payments

After two years of operations, a charter school may be able to borrow funds to acquire or renovate a facility. Please fill out the model below based on your long term strategic plan. This will provide you with a ballpark figure on what you may be able to borrow and what the total project size you could afford.

School Information		
Number of Students (ADA)	-	How many students will you have in your permanent facility?
Revenue Per ADA	\$ -	
Budget % to Pay for Facilities Loan Debt	0%	Association recommends between 12% and 15% for debt service
Cash Available for Down Payment	\$ -	
Loan Terms		
Interest Rate (Annual)	0.00%	Call lenders for current figures
Amortization (Years)	-	20 - 25 years for acquisition loans, 10 - 20 years for tenant improvements
Loan to Value	0%	80 - 90% is common for charter schools
Loan Amount		
Annual Affordable Loan Payments	\$ -	
Loan Amount	\$ -	
Cash Needed	\$ -	
TOTAL POSSIBLE PROJECT SIZE		

← Enter estimated lease cost per year; Default = cost per year assumptions from above

[Click Here to Reset Values in Mortgage Calculator](#)

Staff Benefits Percentages

	2016-17	2017-18	2018-19	2019-20	2020-21
STRS	12.580%	14.430%	16.280%	18.130%	19.100%

PERS	13.050%	16.600%	18.200%	19.900%	20.400%
------	---------	---------	---------	---------	---------

Medicare/OASDI: 1.950% *Rate is set by federal government; constant each year*

Social Security: 8.000% *Rate is set by federal government; constant each year*

Unemployment Insurance in your area: 1.610% *of salary expense*

Workers Compensation Insurance: 4.000% *of salary expense*

Other Revenue Assumptions

Title I FRL threshold	45%
Title I conversion factor	0.36
Title I funding level (per student)	\$ 1,200

Special Education	n/a	
State Lottery	\$ 166	
SB 740 - % of eligible lease:	75%	or \$ 750 per ADA

SOUL's Board Members



HECTOR GARZA, Ed.D.
La Jolla, California

EDUCATIONAL BACKGROUND

- Ed.D. Program in Higher and Adult Continuing Education
The University of Michigan
Ann Arbor, Michigan (1998)
- M.P.H. School of Public Health
Administration, Health Behavior and Health Education
The University of Michigan (1981)
- B.G.S. College of Literature, Science, and the Arts
The University of Michigan
Graduated with Distinctive Honors (1979)

PROFESSIONAL EXPERIENCE

- July 1999
To 2012
- President and CEO**
National Council for Community and Education Partnerships (NCCEP)
- Served the Founding President and Chief Executive Officer of the nation's only national non-profit education organization dedicated to creating and sustaining community/education partnerships. These K-16 partnerships were designed to promote student achievement and increase access to postsecondary education. Dr. Garza provided national and international educational policy leadership in the area of access to college for low-income students.
The NCCEP model was expanded to Mexico where Dr. Garza served as CEO of Alianzas Educativas (Educational Alliances) 2003-2016.
- September, 1997
to December 1999
- Vice President**
American Council on Education
- July 1, 1993
to September, 1997
- Director, Office of Minorities in Higher Education,**
American Council on Education
- September, 1991
to July, 1993
- Special Assistant to the Provost**
(On loan from the Graduate School reporting to the Office of the Provost at Eastern Michigan University)



Miguel de Jesus, MBA, CPC (Certified Professional Coach) Executive Coach, and Marketing Consultant

Miguel is a highly accomplished, results-oriented C-level leader with more than 20 years experience leading business management, global sales/marketing, with two Fortune 500 companies.

A Leader in running a \$180M Sales organization as a VP, Sales, and most currently providing Leadership and Sales Training to professionals as a Leadership Consultant and Coach.

He is a Digital Marketing professional helping business leaders, authors, speakers, coaches and other professionals to improve their Marketing efforts to gain more visitors, leads, and client conversions.

As a Keynote speaker, and Transformational change agent, Miguel brings his insights, and wisdom to public and corporate audiences.

His books, "Success Leaves Clues" and "So, What Do You Do", are in release as of November 15, 2013.

<http://amzn.to/1ad6e0P>

His most recent book "Let Your Emotional Intelligence Do The Talking! Is available in both Kindle and paperback version on Amazon.

<http://bit.ly/LetYourEmotionalIntelligence>

Guiding Statement:

"Struggle is Optional ... Success is A Choice!"



Darity Wesley

Darity Wesley, is the founder of both Privacy Solutions, Inc., a privacy and information security consulting firm and the Lotus Law Center, a law firm focused on all aspects of business law and business processes.

She is a veteran of more than 30 years in the real estate information industry, and is called the Data Diva. She represents, among many others, Associations of REALTORS®, Multiple Listing Services, Brokers and technology companies which provide services to the real estate industry and start-ups, joint ventures and small businesses.

An attorney and nationally sought after speaker on a wide variety of subjects from personal development mindfulness practices to intellectual property protections, she has a broad and interesting perspective on life. Darity was voted one of the 50 most influential women in real estate in 2008 and has been educating businesses on privacy, intellectual property and business issues of every nature since 1983. That was long before “privacy and information security” were national causes.

As a national expert on data and technology licensing, privacy and data integration, she frequently speaks on The Laws of the Cyber Jungle, Managing Your Online Reputation, Identity Theft, Creating and Negotiating Data Licenses, Managing Risks in Your Organization, among others. She has served on numerous local, state and national Boards of Directors.

Darity did her undergraduate work at San Diego State University and earned her Juris Doctorate from the University of San Diego School of Law.

David Steel
Encinitas, California



David Steel brings over 30 years of business and technology experience to the team. His major focus is implementing successful technology, marketing, advocacy, and brand management strategies for business.

He has published a comprehensive book dissecting LinkedIn as a tool for personal and professional marketing, lead generation, and sales.

David launched an eCommerce platform that became one of the first eBay and Amazon Preferred service providers and provides integrated eCommerce websites solutions to thousands of businesses today.

He was a Co-Founder and CEO of the US Green Chamber of Commerce. The U.S. Green Chamber is committed to making sustainable business practices practical, beneficial, and easily accessible. In addition David has consulted with many organizations on the best use of Social Media for business. This includes extensive development of LinkedIn training and best practices for companies of all sizes.

David is a founding board member and CFO of Conscious Humanity, a 501c3 committed to spreading peace and personal empowerment. Previously he served on the Board of Directors for the San Diego Entrepreneurs Organization and the Board of Directors for Seaside Center for Spiritual Living.



Jayne Chelberg-Sams
San Diego, CA

BA from Cal State Fullerton
MA from Point Loma Nazarene
Ed.D from Northern Arizona University, Flagstaff

Taught grades 1-6 for 18 years. Was a part of the desegregation movement in San Diego City Schools in the 70's.

Worked a WEEA Grant, "Drop-out Characteristics of High School Students." Utilized those findings to create a specialized program in Barrio Logan to address high-risk and recently dropped students, returning them to a small school setting and job related activities.

The next 14 years:

Middle School Vice Principal in a largely Hispanic neighborhood.

Elementary Principal during the influx of students after the Gulf War. Dealt with cultural and language issues on a large scale while enrolling, getting services for, educating a divergent group of Mung and Arabic students. Provided citizenship support and ESL to their families. Began the first of my Morning Openings. A time when the entire school came together to do some warm up exercises, hear morning announcements, award achievements and give the Word/Thought for the Day, intended to set a positive mood or mindset for the day ahead.

Moved to the Bay Area and was Principal in an affluent area with a small school for severely handicapped students located on the same campus. Eventually integrated these special students into the regular classrooms and playgrounds with the larger school for intervals daily.

Moved to a second elementary site to support complete modernization particularly in establishing a computer lab/ library with parental support creating lab. functions and much of the instruction.

Created an outdoor reading room that eventually became a community area for small gatherings and children's parties.

Took over a Middle School at the Boards request after a bad experience with the previous principal and during a complete school modernization. Created science labs with computers at stations and cameras for sharing projects. Created three separate computer labs with different platforms all students experienced and used Special Education students to support learning for regular ed students.

Moved back to Southern CA, modernized an Elementary school, created an Earthquake preparedness program that was duplicated. Worked to get our school out of program improvement. Was then made Director of Curriculum at the District Level and in two years worked with teachers and principals to get the district out of a Program Improvement. Oversaw the Chapter One budgets for the district.



Bruce Matthes has been part of NewSchool of Architecture & Design since 2009. He is currently the Director of Integrative Studies and has been integral in the transformation of General Education into a more holistic, project based model. He teaches a variety of courses in the humanities and collaborates with faculty and professionals to design interdisciplinary courses that challenge students to make connections across disciplines. Prior to joining NewSchool, Matthes gained an extensive amount of teaching experience from several higher education institutions, including his alma mater, California State University, Chico.

He has been active professionally as the co-author of two books, including a recent text, *Evidence Based Design: A Process for Research and Writing*. During the summers of 2012-2014 he was a visiting professor at Santa Fe University of Art & Design and he presented his institution's unique pedagogical strategy at the 2015 Annual conference of The Association for General and Liberal Studies. He was awarded Faculty of the Year in 2012.

MARK T. EALY, CFP, CPA

Professional Wealth Advisor

Wealth Management Group
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About

Mark is a Certified Financial Planner (CFP), Certified Public Accountant (CPA), and Pension Plan Consultant (PPC), with offices in Carlsbad California (north San Diego). With over 27 years of experience in the financial industry, he provides wealth management and

investment consulting services to business owners, retirement plans, individuals and families.

Prior to starting Wealth Management Group in 2003, Mark began his professional career as a Certified Public Accountant (CPA) with BDO Seidman in Detroit, Michigan. After many years of CPA and financial industry work, Mark made the decision to follow his true passion; to help people build and protect their financial resources, so that they can live the style of life that they want. This includes taking care of family, retirement, managing taxes, paying for college, estate planning, and charitable giving.

In addition to his CFP, CPA, and PPC designations, Mr. Ealy holds FINRA Series 7 (Securities) and Series 66 (Investment Advisor) licenses, as well as state licenses for insurance, annuities, long term care, and real estate. In 2013, Mark was appointed by the Mayor of San Diego to the Board of the San Diego City Employees Retirement System (SDCERS), which oversees \$6 Billion in employees' retirement investments. Mark is a member of the North County Estate Planning Council, and also serves as a "Subject Matter Expert" for the Certified Financial Planner Board of Standards, writing questions for the national CFP exam. He devotes a significant amount of time to continuing education and advanced learning.

Born in Detroit, Michigan, Mark moved to San Diego in 1993 and now resides in Carlsbad, California with his wife Rebecca. Together they have six children ranging in age from 15 to 30, and a 3 year old granddaughter. Mark enjoys tennis, exercise, reading and most importantly, family time. He also is a member, and Past President, of the Carlsbad Hi Noon Rotary.

Our Approach

Our wealth advisory process is based on fiduciary principles – an approach that places our clients' interests at the forefront of everything we do. As Certified Financial Planners, we are held to a higher *fiduciary* standard than other "financial advisors".

Great care is taken in assembling teams of financial professionals, working in concert, to make sure all aspects of a client's financial life are being addressed. Your team may include your Certified Public Accountant, an Estate Planning Attorney, Insurance Specialist and other specialty professionals as needed. We coordinate each professional's expertise into customized recommendations for your unique circumstances.

Our Philosophy

We believe that the independent business model provides the best framework to serve our clients. We believe offering objective guidance, free from sales quotas, proprietary products and limited choice, is vital to our ability to provide best in class solutions for our clients' individual needs. We partner with Independent Financial Group (IFG) as our broker dealer. IFG is based in San Diego, and serves over 580 independent advisors across the nation.

Our Mission

Our passion is to bring peace of mind and confidence to our clients' financial lives. We are dedicated to our clients' lifelong success, and serve our clients with sincere care, respect and integrity. Our clients and their families deserve the attention, care and guidance that can only be provided through long term financial partnerships. Therefore, we seek long term client relationships, and to serve only those for whom we are a good fit, for whom we can make a significant impact. New clients come to us by way of introduction from CPAs, attorneys and other professionals, and of course, from our incredible clients.

**BYLAWS
OF
SOUL CHARTER SCHOOL, INC.
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1.01 Corporate Name. The name of this corporation is SOUL Charter School, Inc.

**ARTICLE II
OFFICES**

Section 2.01 Principal Office. The corporation's principal office shall be fixed and located at 4494 Caminito Cuarzo, San Diego, CA 92117. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
PURPOSES**

Section 3.01 Description in Articles. The corporation's general and specific purposes are described in its Articles of Incorporation.

**ARTICLE IV
DEDICATION OF ASSETS**

Section 4.01 Dedication of Assets. This corporation's assets are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit corporation which is organized for the purpose of establishing and operating one or more public charter schools and which qualifies for tax exempt status under Section 501(c)(3) of the Internal Revenue Code, as amended, and under Section 23701d of the California Revenue and Taxation Code, as amended.

**ARTICLE V
MEMBERSHIP**

Section 5.01 No Members. The corporation shall not have any members.

Section 5.02 Associates. Nothing in this Article V shall be construed as

limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Public Benefit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 5.03 Authority Vested in Board of Directors. Any action that would otherwise require approval by a majority of all members or approval by the members requires only approval of the Board of Directors. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members will vest in the Board.

ARTICLE VI BOARD OF DIRECTORS

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws, the corporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board may delegate the management of the corporation's activities to any person(s), management company, or committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers enumerated in these Bylaws and permitted by law:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation;

(b) To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

(c) To change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;

(d) To borrow money and incur indebtedness for the corporation's purposes and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefor;

(e) To adopt, make, and use a corporate seal and alter the form of the seal from time to time as they may deem best;

(f) To carry on a business at a profit and apply any profit that results from such business activity to any activity that it may lawfully engage in;

(g) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(h) To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(i) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.

Section 6.03 Number and Election of Directors.

(a) The authorized number of Directors shall be not less than five (5) nor more than nine (9), with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of these Bylaws. The initial Board shall be seven (7) and shall be comprised of parties as appointed by the Incorporator. With the exception of the initial Board, Directors shall be elected by the vote of a majority of Directors then in office. All Directors shall have full voting rights, including any representative appointed by the charter authorizer under Education Code Section 47604(b).

(b) The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation, and a dedication to its charitable endeavors.

Section 6.04 Terms Of Office. Each Director shall hold office for two (2) years. Notwithstanding the foregoing, the members of the initial Board shall stagger their terms by dividing the number of members of the Board into three groups of unequal or equal number and then labeling the groups 1, 2, and 3. Thereafter, by lot, the name of a Director shall be assigned to one of the three groups. The terms for each of the Directors in Group 1 shall expire after one year; the terms for each of the Directors in Group 2 shall expire after the second year; and, the terms for each of the Directors in Group 3 shall expire after the third year. There shall be no limitation upon the number of consecutive terms to which a Director may be reelected.

Section 6.05 Events Causing Vacancies On Board. A vacancy on the Board shall

be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and elected.

Section 6.06 Removal. Other than any Director appointed by a charter authorizer pursuant to Education Code Section 47604(b), any Director may be removed at any time by a majority vote of the Board.

Section 6.07 Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President/ CEO, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before such time, to take office when the resignation becomes effective.

Section 6.08 Brown Act. At all times that the corporation has a valid charter to operate a charter school and the charter so requires, meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950, *et seq.*), as the same may be modified from time to time ("Brown Act"), and shall occur within the jurisdictional boundaries of the charter school.

Section 6.09 Annual Meetings. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting.

Section 6.10 Regular Meetings. Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board.

Section 6.11 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the chairperson of the Board, if any, the President/ CEO, the Secretary, or any two Directors. The party calling such special meeting shall determine the place, date, and time thereof. Special meetings of the Board may be held only after each Director has received four (4) days' notice by first-class mail, or twenty-four (24) hours' notice delivered personally, by telephone (including a voice messaging system or other system or technology designed to record and communicate messages), telegraph, facsimile, electronic mail, or other electronic means. Any such notice shall be addressed or delivered to each Director at the Director's address (or telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the corporation or as may have been given to the corporation by the Director for purposes of notice. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by

the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 6.12 Quorum. A majority of the authorized number of Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directors, (c) creation of and appointments to committees of the Board, and (d) indemnification of Directors. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 6.13 Participation in Meetings by Conference Telephone. Subject to the requirements of the California Nonprofit Public Benefit Corporation Law, members of the Board may participate in a meeting through the use of teleconference telephone or similar communications equipment, so long as all Directors participating in such meeting can communicate with one another. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

(a) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the charter school's jurisdiction;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.14 Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such

waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.15 Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

Section 6.16 Conduct of Meetings. Meetings of the Board shall be presided over by a chairperson elected by a majority of the Directors then in office, or, if not elected, by the President. The Secretary shall act as Secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the meeting.

Section 6.17 Rights of Inspection. Every Director shall have the absolute right at any reasonable time to inspect the corporation's books, records, and documents of every kind.

Section 6.18 Fees and Compensation. Directors shall serve without compensation for their service. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the Directors.

Section 6.19 Restriction on Interested Directors. At all times that the corporation has a valid charter to operate a charter school and the charter so requires, all persons serving on the Board shall comply with the requirements of the Political Reform Act (California Government Code Sections 81000, *et seq.*), as the same may be modified from time to time ("Political Reform Act"). Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be "interested persons." For purposes of this section, an "interested person" is: (a) any person being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 6.20 Standard of Care.

(a) A Director shall perform the duties of a Director, including duties as a member of any committee of the Board upon which the Director may serve, in good faith, in a manner such Director believes to be in the corporation's best interests and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

(b) In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by: (i) one or more of the corporation's officers or

employees whom the Director believes to be reliable and competent in the matters presented; (ii) legal counsel, independent accountants, or other persons as to matters that the Director believes to be within such person's professional or expert competence; or (iii) a committee of the Board upon which the Director does not serve as to matters within its designated authority, which committee the Director believes to merit confidence; provided however, that in any such case, the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 6.21 Non-Liability of Directors. No Director shall be personally liable for the corporation's debts, liabilities, or other obligations.

Section 6.22 Common Directorships. Pursuant to Section 5234 of the California Nonprofit Public Benefit Corporation Law, the corporation shall not be a party to a transaction with another corporation, firm or association in which one or more of its Directors is also a director or directors ("Overlapping Director(s)") unless: (1) prior to entering into the transaction, the material facts of the transaction and the Overlapping Director's other directorship are fully disclosed or known to the Board and the Board authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the Overlapping Director, or (2) the contract or transaction is just and reasonable to the corporation at the time it is authorized, approved or ratified. This provision does not apply to transactions covered by Section 5233 of the California Nonprofit Public Benefit Corporation Law. Nothing in this Section 6.22 shall be construed to authorize any transaction otherwise prohibited by the Political Reform Act or other applicable laws.

ARTICLE VII OFFICERS

Section 7.01 Required Officers. The officers of the corporation shall be a President/ CEO, a Secretary, and a Treasurer/ Chief Financial Officer.

Section 7.02 Permitted Officers. The corporation may also have, at the discretion of the Board, a chairperson of the Board, one or more Vice Presidents, and such other officers as the business of the corporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Section 7.03 Duplication of Office Holders. Any number of offices may be held by the same person, except that the Secretary nor the Treasurer/ Chief Financial Officer may serve concurrently as the President/ CEO or chairperson of the Board.

Section 7.04 Election of Officers. The corporation's officers shall be elected by the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, until their respective successors shall be elected. Vacancies of officers may be filled by the Board at a regular or special meeting.

Section 7.05 Subordinate Officers. The Board may appoint and authorize the chairperson of the Board, the President/ CEO, or another officer to appoint any officers that the

corporation may require, except that the President/ CEO, Treasurer/ Chief Financial Officer, and chairperson of the Board must be elected as set forth in Section 7.04 above.

Section 7.06 Removal of Officers. Any officer may be removed, either with or without cause, by the Board at any time or, in the case of an officer appointed by another officer, the person with authority to appoint shall also have the power of removal. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.07 Resignation of Officers. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 7.08 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur.

Section 7.09 President/ CEO. Subject to the control of the Board, and subject to the President/ CEO's contract of employment, if any, the President/ CEO is the general manager and chief executive officer of the corporation and shall supervise, direct and control the business and officers of the corporation. The President/ CEO has the general powers and duties of management usually vested in the office of President/ CEO and such other powers and duties as may be prescribed from time to time by the Board.

Section 7.10 Chairperson of the Board. The Board may elect one Director to serve as Chairperson of the Board. He or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 7.11 Secretary. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all Directors promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer/ Chief Financial Officer. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.12 Treasurer/ Chief Financial Officer. The Treasurer/ Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director. The Treasurer/ Chief Financial Officer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board; disburse the funds of the corporation as may be ordered by the Board; and shall render to the President/ CEO and Directors, upon request, an account of all transactions and of the corporation's financial condition. The Treasurer/ Chief Financial Officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Treasurer/ Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.13 Compensation of Officers. The salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case subordinate officers are appointed by the President/ CEO, the President/ CEO shall also have the authority to fix such officers' salaries, if any. In all cases, any salaries received by officers of the corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable purposes of the corporation.

ARTICLE XIII COMMITTEES

Section 8.01 Board Committees. The Board may create one or more committees, each consisting of two (2) or more Directors to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

(a) Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;

(b) The filling of vacancies on the Board or on any committee which has the authority of the Board;

(c) The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;

(d) The amendment or repeal of the corporation's Bylaws or the adoption of new Bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of other committees having the authority of the Board;

(g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; or

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 8.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, and held and taken in accordance with, the provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. Meetings of committees shall be conducted in accordance with the Brown Act, if applicable. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 8.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

Section 8.04 Other Committees.

(a) The President/ CEO, subject to any limitations imposed by the Board, or the Board, may create other committees, either standing or special, permanent or temporary, to serve the Board which do not have the powers of the Board, and shall appoint members to serve on such committees, and shall designate the committee chair. If a Director is on such committee, he or she shall be the chair.

(b) Meetings of a committee may be called by the President/ CEO, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee, and a committee may take action by majority vote. Each committee may keep minutes of its proceedings and shall report periodically to the Board.

(c) Members of a committee shall serve until resignation or removal. Any member of a committee may resign at any time by giving written notice to the President/ CEO. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The President/ CEO, with prior approval of the Board if the Board so requires, or the Board, may remove any member of a committee, and shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership.

ARTICLE IX

TRANSACTIONS BETWEEN CORPORATION AND DIRECTORS OR OFFICERS

Section 9.01 Self-Dealing Transactions. Pursuant to the California Nonprofit Public Benefit Corporation Law, a self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the Directors has a material financial interest (“interested Directors”), except that the following will not be deemed a self-dealing transaction, but are instead subject to the general standard of care by the Board:

(a) An action by the Board fixing the compensation of a Director as a Director or officer of the corporation;

(b) A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more directors or their families because they are in a class of persons intended to be benefited by the public or charitable program;

(c) A transaction of which the interested Directors have no actual knowledge, and which does not exceed the lesser of, (i) one percent (1%) of the corporation’s gross receipts for the fiscal year immediately preceding the year in which such transaction occurs, or (ii) One Hundred Thousand Dollars (\$100,000);

(d) A transaction the Attorney General has approved either before or after it was consummated;

(e) A transaction with respect to which the following facts are established:

(i) The corporation entered into the transaction for its own benefit;

(ii) The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

(iii) Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the Directors then in office excluding the vote of the interested Director(s) and with knowledge of the material facts concerning the transaction and the interested Director’s interest in it. Except as provided in paragraph (v) of this subsection, action by a committee of the Board will not satisfy this requirement; and

(iv) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; *or*

(v) A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering

into the transaction; and the Board, after determining in good faith that the conditions set forth in this paragraph (v) were satisfied, ratified the transaction at its next meeting by a vote of a majority of the Directors then in office, excluding the vote of the interested Director(s).

Section 9.02 Interested Director's Vote. In determining whether the Board had validly met to authorize or approve a self-dealing transaction as defined in Section 9.01 herein, interested Directors may be counted in determining the presence of a quorum, but an interested Director's vote cannot count toward the required majority for such authorization, approval, or ratification.

Section 9.03 Persons Liable and Extent of Liability. If a self-dealing transaction has not been approved as provided in Sections 9.01 and 9.02 herein, the interested Director may be required to do such things and pay such damages as in the discretion of a court will provide an equitable and fair remedy to the corporation, taking into account any benefit received by it and whether the interested Director acted in good faith and with the intent to further the corporation's best interests.

Section 9.04 General Public Agency Prohibitions Governing Certain Transactions. Notwithstanding the foregoing, at all times that the corporation has a valid charter to operate a charter school and the charter so requires, nothing in this Article IX shall be construed to authorize any transaction otherwise prohibited by the Political Reform Act or other applicable laws.

Section 9.05 Corporate Loans and Advances. The corporation shall not make any loan of money or property to or guarantee the obligation of any Director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, provided that in the absence of such advance, such Director or officer would be entitled to be reimbursed for such expenses by the corporation or any subsidiary.

Section 9.06 Annual Statement of Certain Transactions. Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications described in Corporations Code Section 6322 to each of the Directors not later than 120 days after the close of the fiscal year. The requirement for an annual statement under this Section 9.06 may be satisfied by including the information set forth in Corporations Code Section 6322 in the annual report provided to Directors pursuant to Section 11.02 herein.

ARTICLE X INDEMNIFICATION AND INSURANCE

Section 10.01 Indemnification. To the fullest extent permitted by law, the corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and

including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

Section 10.02 Other Indemnification. No provision made by the corporation to indemnify its Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of Directors, an agreement, or otherwise, shall be valid unless consistent with this Article.

Section 10.03 Insurance. The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

ARTICLE XI OTHER PROVISIONS

Section 11.01 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the President/ CEO, Vice President, Secretary or Treasurer/ Chief Financial Officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 11.02 Annual Report. Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, within 120 days after the close of its fiscal year the corporation shall send, by U.S. mail or by electronic transmission, to each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.

(b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

Section 11.03 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

Section 11.04 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws.

Section 11.05 Fiscal Year. The fiscal year of the corporation shall end on the last day of June of each year.

ARTICLE XII AMENDMENT OF BYLAWS

Section 12.01 Bylaw Amendments. The Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the authorized number of Directors.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of SOUL Charter School, Inc., a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation that were duly adopted at a meeting of the corporation's Board of Directors held on _____, 2016.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on _____, 2016.

Secretary
SOUL Charter School, Inc.

3928799

**ARTICLES OF INCORPORATION
OF
SOUL Charter School, Inc.**

FILED
Secretary of State
State of California

JUL 19 2016

100

I.

NAME

The name of this corporation is SOUL Charter School, Inc.

II.

PURPOSE

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purposes of this corporation are to operate, oversee, manage, advise, guide, direct, promote, support and hold charters or contracts for one or more public charter schools and other educational and community service activities as may be approved by the corporation's board of directors from time to time.

III.

AGENT FOR SERVICE OF PROCESS

The name and address in the State of California of this corporation's initial agent for service of process are:

Dr. Wendy Kaveney
4494 Caminito Cuarzo
San Diego, CA 92117

IV.

CORPORATE ADDRESS

The street and mailing address of this corporation is:

4494 Caminito Cuarzo
San Diego, CA 92117

V.

TAX-EXEMPT STATUS

A. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in, any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, this corporation shall not, except to an insubstantial degree, engage in any other activities that do not further the purposes of this corporation, and this corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended; or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended.

VI.

IRREVOCABLE DEDICATION OF PROPERTY

A. The property of this corporation is irrevocably dedicated to charitable and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

B. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit corporation which is organized for the purpose of establishing and operating one or more public charter schools and which qualifies for tax exempt status under Section 501(c)(3) of the Internal Revenue Code, as amended, and under Section 23701d of the California Revenue and Taxation Code, as amended.

DATE: 7-19, 2016



Gregory V. Moser, Incorporator



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 28 2016 *OP*

Date: _____

Alex Padilla

ALEX PADILLA, Secretary of State

SOUL- THE SCHOOL OF UNIVERSAL LEARNING 2017- 2018 CALENDAR
HOLIDAYS/CLOSED - BEGIN/END QUARTER/SEMESTER - SCHOOL ACTIVITIES

August 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8/1-8/22: Summer Break
 8/22-8/25: Teacher Prep/Inservice Days
 8/28: Teacher Non-Work Day
 8/29: Students 1st day of school

February 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

2/7 or 2/10: Family Workshop
 2/14: Valentine's Day
 2/16: Lincoln Day
 2/19: Washington Day
 2/26: Board Meeting

September 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

9/4: Labor Day
 9/6-9/7: School Pictures
 9/14-9/16: 9th grade retreat
 9/19: SOUL Welcome Night
 9/22: Teacher Non-Work Day
 9/21 or 9/23: Family Workshop
 9/25: Board Meeting

March 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3/14 or 3/17: Family Workshop
 3/26: Board Meeting

October 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10/4-10/5: Student Led Conferences
 10/19 or 10/21: Family Workshop
 10/24: Exhibition Night
 10/30: Board Meeting
 10/31: 1st Quarter Ends

April 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4/6: 3rd Quarter Ends
 4/9-4/19: Spring Recess
 4/22: Earth Day
 4/25 or 4/28: Family Workshop
 4/26: Admin Appreciation Day
 4/30: Board Meeting

November 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

11/10: Veterans Day
 11/15 or 11/18: Family Workshop
 11/20-11/24: Fall Break
 11/27: Board Meeting

May 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4/30-5/4: Teacher Appreciation Week
 5/16 or 5/19: Family Workshop
 5/28: Memorial Day

December 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

12/6-12/7: Student Led Conferences
 12/13 or 12/16: Family Workshop
 12/25-1/5: Winter Break

June 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/1-6/15: Presentation of Self 9th graders
 6/12-6/15: Reflection week
 6/15: 2nd Semester/Terms Ends

January 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1/1-1/5: Winter Break
 1/15: M.L.K Day
 12/16-1/25: Presentation of Growth
 1/26: 1st Semester Ends
 1/29&1/30: Teacher Prep Inservice Day
 1/29: Board Meeting

July 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6/16-8/27: Summer Break

SOUL's Hiring Process

1. A. Students are interviewed about what they are looking for in a teacher
 B. Teachers/Staff are interviewed about they are looking for in a team member

2. All candidates interested in joining the SOUL community are invited to submit an application along with SOUL's supplemental application. This is as follows:

Please choose 1 question from each category. You may respond to the questions posed using any medium of your choosing (video, essay, artistic creation, etc.). All attachments provided will be applied to your application for review. Have fun!

SOUL Questions:

Self	Teaching	Community/World
<ul style="list-style-type: none"> ● If happiness was measured in currency, what would make you rich? ● What's your favorite TedTalk and why? ● What's the best mistake you ever made? Which failure are you most proud of? ● Complete the sentence: I am _____ ● If the world was a piece of art, which: (painting, movie, television show, song, photograph, etc.) would you live in and why? ● What's your story? Explain the most profound experience 	<ul style="list-style-type: none"> ● What's the most important thing for adolescents to learn? How should this be taught? ● Describe the perfect job setting. How does that get created? ● If you could hire anyone in the world, for a day, to teach your students, who would you hire and why? ● If you could go back and meet your teenage self, what would you tell him/her? ● What do you imagine education looking like in a decade? ● What does a revolutionary school 	<ul style="list-style-type: none"> ● If you were tasked with solving one of the world's greatest problems, with a team of your choosing, what would you solve and with whom? ● Which universal laws do you abide by and why? ● If you held a party for all of your students' parents, what would everyone be celebrating? ● If you could have been raised in another country, which country would you pick and why? ● If you could lead (or have led) a movement (past/present/future),

you've had in your life?	model look like to you?	what would that movement be and why?
--------------------------	-------------------------	--------------------------------------

3. Interview committee is comprised of:

- 2 parents
- 2 teachers
- 2 students
- 2 administrators

4. Administrators collaborate with (at least half) of the committee to review applications of viable candidates

5. Group interview takes place:

- 5-6 candidates who have been selected by the committee are invited to participate in a "SOUL Scenario"
- Each candidate provides a brief introduction
- In a fishbowl setting, the entire staff and interview committee observe as the candidates work together on their given scenario (process takes approximately 1 hr)
- Candidates reflect on their role and the process
- Candidates leave, interview committee then gets feedback from teachers and staff on their impressions of the candidates
- Interview committee collaborates and decides which candidates will be invited back

6. Remaining candidates return for an individual interview

- Committee conducts individual interviews
- Candidates are asked questions that the committee has generated, including several student created questions
- *Some questions are given to candidate ahead of time
- Committee decides who to invite back for a demo lesson

7. Remaining candidates return to do a demo lesson (or, when applicable, members of the committee observe candidates in their classroom).

8. Administrator checks candidate's references

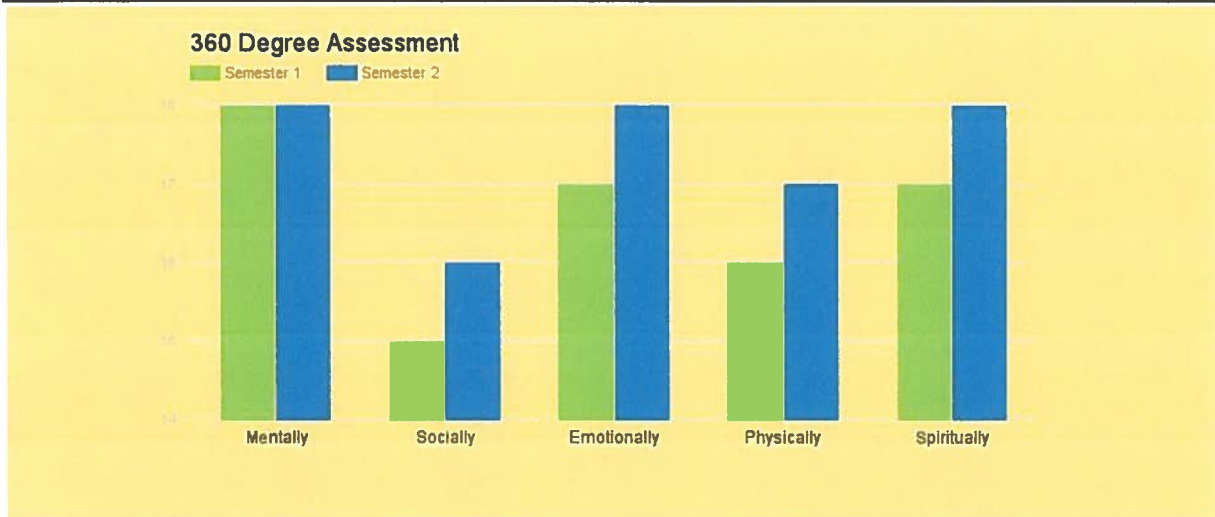
- Administrator has veto power to not hire candidate if something is discovered during reference check

9. Candidate(s) is selected and a welcome party is given in his/her honor

SOUL

SCHOOL OF UNIVERSAL LEARNING

Student Name: Arlo Dimitrievski	Days Enrolled: 84
Grade: 9	Days Absent: 2
Integra Center: Ms. Chondra	Days Tardy: 1



1st Semester Holistic Grade
84%

2nd Semester Holistic Grade
86%

Mastery Based Continuum

Developing	Progressing	Approaching	Achieving	Mastering
0-59	60-69	70-79	80-89	90-100

Exploration Name:	Mental:	Emotional:	Social:	Personal:	Physical:
No Human Right Left Behind	Achieving (84%)	Approaching (75%)	Mastering (95%)	Achieving (88%)	Approaching (74%)

Mental Mastery: (Grade included on official Transcript)	Achieving 84% (B)
Life Mastery: Holistic assessment that SOUL honors	Achieving 83.2%

Exploration Name:	Mental:	Emotional:	Social:	Personal:	Physical:
Youtube Lit	Mastering (92%)	Approaching (78%)	Achieving (85%)	N/A	N/A

Mental Mastery: (Grade included on official Transcript)	Mastering 92% (A)
Life Mastery: Holistic assessment that SOUL honors	Achieving 85%

Exploration Name:	Mental:	Emotional:	Social:	Personal:	Physical:
Rocket Science	Progressing (68%)	Achieving (80%)	Mastering (92%)	Achieving (86%)	Approaching (88%)

Mental Mastery: (Grade included on official Transcript)	Progressing 68% (D)
Life Mastery: Holistic assessment that SOUL honors	Achieving 82.8%

Exploration Name:	Mental:	Emotional:	Social:	Personal:	Physical:
Sacred Geometry	Mastering (94%)	Achieving (84%)	Mastering (92%)	Achieving (88%)	Achieving (85%)

Mental Mastery: (Grade included on official Transcript)	Mastering 94% (A)
Life Mastery: Holistic assessment that SOUL honors	Achieving 88.6%

Exploration Name:	Mental:	Emotional:	Social:	Personal:	Physical:
Entrepreneur 1	Approaching (76%)	Achieving (84%)	Achieving (82%)	Mastering (95%)	Progressing (68%)

Mental Mastery: (Grade included on official Transcript)	Approaching 76% (C)
Life Mastery: Holistic assessment that SOUL honors	Achieving 81.0%

Exploration Name:	Mental:	Emotional:	Social:	Personal:	Physical:
The World As Art	Mastering (94%)	Achieving (84%)	Approaching (73%)	Achieving (82%)	Achieving (85%)

Mental Mastery: (Grade included on official Transcript)	Mastering 94% (A)
Life Mastery: Holistic assessment that SOUL honors	Achieving 83.6%

ANTI-HARASSMENT POLICY

Discriminatory harassment is a particular form of personal disrespect that SOUL Charter School does not tolerate among students, among employees, or between employees and students. SOUL Charter School is committed to providing an educational environment free of discriminatory harassment.

Discriminatory harassment of a student includes harassment based on actual or perceived sex, race, color, religion, ancestry, religious creed, national origin, disability, medical condition, marital status, age, or sexual orientation. Discriminatory harassment violates this policy and will not be tolerated. It is also improper to retaliate against any individual for making a complaint of discriminatory harassment or for participating in a harassment investigation.

Retaliation constitutes a violation of this policy. Students who violate this policy may be subject to disciplinary action, up to and including expulsion.

Harassment can consist of virtually any form or combination of verbal, physical, visual, or environmental conduct. It need not be explicit or even specifically directed at the victim. Sexually harassing conduct can occur between students of the same or different gender.

No student shall create a hostile or offensive work environment for any other person by engaging in any discriminatory harassment, or by tolerating it on the part of any student.

No student shall assist any individual in doing any act that constitutes discriminatory harassment against any student.

All students shall report any conduct, which fits the definition of discriminatory harassment, to the Director(s) or other appropriate authority figure.

All complaints or allegations of discrimination or sexual harassment will be kept confidential during any informal and/or formal complaint procedures except when disclosure is necessary during the course of an investigation in order to take subsequent remedial action and to conduct ongoing monitoring.

All students shall cooperate with any investigation authorized or conducted by SOUL Charter School into any alleged act of discriminatory harassment.

SEXUAL HARASSMENT POLICY

SOUL Charter School prohibits unlawful sexual harassment of or by any student, or by anyone in or from the school. Conduct which constitutes sexual harassment of students impairs the

ability of students to make full and effective use of the school's instructional programs. California Education Code section 212.5 defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as a basis of employment, academic status, or progress.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

SOUL Charter School further defines sexual harassment as including, but not limited to:

- Unwelcome sexual flirtations or propositions
- Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures, or gestures or social media postings
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Limiting a student's access to educational tools

Any student of SOUL Charter School who believes she or he has been the victim of sexual harassment is urged to bring the problem to the attention of the Director(s), or another adult employee, so that appropriate action may be taken to resolve the problem.

Students found to be in violation of any part of the sexual harassment policy will be permanently dismissed from SOUL.

Letters from Online Students explaining why they chose online schooling
(All student names and phone numbers have been removed for confidentiality)

Dear Mrs.Grimes,

The reason why I chose this school is because I was doing terrible at my old school, and this school seemed like it was a great school for me to get a good education at. Also, I was getting bullied at my old school so that made it harder for me to learn. I learn best by doing everything independently but also getting help on things I don't get. Learning is fun for me because I like learning new things but my favorite thing to learn is language arts. I find it really fun to learn new words and how to write properly. Science fascinates me even though some of the stuff is confusing. Music is a passion of mine, I've been in choir for many years and I am learning to play the piano. I'm looking forward to a great year at this school.

Sincerely,
7th Grade

Dear Mrs. Grimes,

I joined this online school because I have a history with bullies. I want to do better with my grades and my homework. I want a chance of re-learning something I did not get before. I do not believe I was receiving the best possible education at my old school so I came here because I believe there are more opportunities to focus on learning instead of social drama. I learn best by someone first showing me how to do it, then I would try doing the problem. If I get it wrong the person I'm working with can explain the problem in detail for me. I love to learn about a lot of things but I think my favorites are, learning about math and all types of science mostly. Other things I like to learn about are, History because I love to know about how our country was founded.

Sincerely,

Mrs. Grimes

I picked this school because I got bullied in public school so now people can't bother me. When I was in public school I was in advanced math and science classes. I learn best by actions, like showing me how to solve the problems. My favorite subject is math and sciences because I like learning about animals and math comes easy thanks to all the advanced classes.

8th Grade

Mrs. Grimes,

Hello, My name is [REDACTED] and I'm a new student at AAS. I chose to be online schooled because my teachers were bullying me at my old school. They would yell at me and tell my mom I wouldn't do my work. I would get upset and when I'm upset I can't think. I like to learn about my Countries Origins and History. I learn best on a P.C. or an Electronic. I'm looking forward to a better learning experiences and to learn more at home at my own pace.

Mrs. Grimes,

I chose this school because my mom and dad said I had to go here. I was bullied at my last school and I get nervous around a lot of other kids. I learn best if I can watch it in a movie. I like learning History and Science this way.

I like this school because it's online and I don't need to deal with being at school. I like to learn about technology and computers. I think I will learn best in tech classes. Being in online school makes me comfortable because I can fix bully troubles easily online. I choose this school because I want to learn and not be bullied.



SOUL CHARTER SCHOOL STUDENT AND PARENT HANDBOOK

"What avail is it to win prescribed amount of information about geography and history, to win the ability to read and write, if in the process the individual loses his own soul?"- John Dewey

SOUL's Mission:

At SOUL Charter School, our primary objective is to support students throughout their educational journey and life experiences by: providing exceptional education that awakens individuals to know who they are, discover their passions and purpose, and thrive holistically, to achieve both mental and life mastery.

SOUL's Belief Statements:

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

The School At A Glance

While every aspect of our school has been developed to meet the needs of our current world, some of our primary focuses include:

- **Integra:** Integra serves as the foundation of our school. Integra is Latin for, entire, complete, whole. Students attend Integra 3x a day: In the morning to: Create their day (set a daily intention, meditate, reconnect etc.) Midday: for Self-Development (focus is on the five aspects of self: mental, emotional, social, physical, and personal (that contribute to self-knowledge, discovery of passions and purpose, and holistic development) End of Day: for a Reflection Session (celebrations of the day, discuss challenges, receive support, etc.)
- **Conscious Culture:** We recognize the significance that culture plays in creating a positive and inspirational environment that every member of our community desires to be a part of. Therefore, the foundation of SOUL is based on creating a conscious and intentional culture where students, teachers, and school staff honor the guiding values of mindfulness, intelligence, authenticity, and safety. We believe that by rooting these values throughout the entire foundation, we establish a purposeful culture that permeates beyond the school. In doing so, SOUL creates a united culture, connecting the lives of our students with their families, community *and* school in a way that allows us to work harmoniously to make our mission a reality.
- **Personalized Learning:** We believe that every human is individual and unique. At the same time, we have learned that all individuals learn differently, have personalized interests and passions, and a variety of ideas and plans for life after school. We provide students with a personalized education that tailors their learning and experience to their individual passion and purpose.
- **Commitment to the Family:** We are committed to growing the FAMILY, not just the child. We seek to create a united front in which the school *and* the home support the needs of the child and *both* entities work together to achieve this. We recognize that inviting the connected family into the conversation is crucial to a student's success and overall well-being. In addition, free workshops, focused on principles for living, are frequently available and offered to family members.
- **Developing the Entrepreneur:** We will give students the skills and mentorship needed to design and create the career of their dreams. We believe in the saying, "If you don't build your dream, someone else will hire you to build theirs." With this said, we are committed to developing the mindset and skillsets necessary for students to operate and think as entrepreneurs. Whether or not they ultimately decide to run their own businesses, we give students the opportunity to develop an entrepreneurial mindset which allows them to pursue the life of their passion.
- **Truly Honoring Teachers:** An educational program is only as good as the teachers who implement it. At SOUL the teachers are our backbone. We honor teachers in accordance with this philosophy by paying them higher than average salaries and consistently celebrating the

work that they do. We hope that by paying teachers closer to what they deserve and celebrating their work, we can help to change the priority our country places on teachers.

SOUL STUDENTS

SOUL Charter School prides itself in its unique blend of students who have different backgrounds, strengths, and goals. SOUL Charter School's instructional program has been developed to assist a variety of students, which include:

- Students desiring a smaller and more personalized learning environment
- Students who learn best through project based and experiential learning
- Students who understand the benefit of holistic learning
- Students who desire to develop entrepreneurial skills
- Students who wish to learn essential life skills
- Students seeking a safe and positive school culture and learning environment
- Students who thrive in small social settings and may be overwhelmed in a larger school
- Students who are college bound and preparing for ACT/SAT or other aptitude tests

SOUL's Goals

At SOUL we know that in order for students to truly connect to their education and become lifelong learners, we must guide them in the process of uncovering and developing their skills, talents, and creative gifts. In doing so, our ultimate goal is to provide exceptional education that awakens individuals to know who they are, discover their passions and purpose, and thrive holistically, to achieve both mental and life mastery. We meet this objective through honoring the following goals and outcomes:

GOAL 1: School Culture: Upon completing an end of year survey, at least 80% of students will state that they enjoyed being at school and felt that they were a part of a safe, kind, and caring community

GOAL 2: Know Who You Are and Discover Your Passion and Purpose: 100% of SOUL graduates will demonstrate an understanding of who they are by giving a Senior Presentation of Self, demonstrating their passions and purpose by declaring an Integra center, choosing a post secondary path, and demonstrating annual growth on their holistic assessments in Integra.

GOAL 3: Thrive Holistically: 100% of students will take Integra class and demonstrate annual progression holistically in regard to their mental, emotional, social, physical, and personal self.

Goal 4- Mental Mastery: 100% of SOUL graduates have gained the ability to research and learn independently, test successfully, write effectively, present powerfully; and can clearly explain the impact their mind has on their everyday life.

Goal 5- Life Mastery: 100% of SOUL graduates will successfully complete: A-G requirements, at least one year of entrepreneurial courses, two Life Skills classes, a Senior Project, two professional internships, and take at least 8 Extracurricular Explorations of their choice.

SOUL's Educational Philosophy

"To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world," -Parker J. Palmer in *The Courage to Teach*

At our core is our belief in taking a holistic approach to education. By addressing the whole being: mentally, emotionally, socially, physically, and personally, learning extends far beyond acquisition of knowledge. These are the five building blocks for which we stand and operate:

Mental Power: We develop students mentally by teaching them *how* to think, not *what* to think. As students begin to recognize how powerful their thoughts are, they gain freedom over their conscious mind, insight to their subconscious mind, and are able to alter how they experience their world.

Emotional Intelligence: We develop students emotionally by inviting them to get in touch with their emotions. We then give them the tools needed to understand and regulate their emotions, confidently express themselves, and empathize with others.

Social Skills: We develop students socially by teaching and modeling authentic relationships and healthy communication as well as celebrating individual uniqueness. Students then understand how these skillsets enhance their lives and the lives of others.

Physical Well-being: We develop students physically by integrating exercise and nutrition while encouraging them to understand the holistic side of personal health. By teaching them how mental, emotional and personal health are linked to physical health, students have a vested interest in taking care of their bodies from the inside, out.

Personal Development: We develop students personally by creating the space for them to connect with their core being. By introducing them to personal development, students gain clarity on the questions, Who am I? What is my life's purpose? and, How do I create it?

SOUL's Three Guiding Principles

1. Know Who You Are
2. Discover Your Passion and Purpose
3. Thrive Holistically

SOUL's Outcomes

We firmly believe that whether surrounded by suburban affluence or urban poverty, it is the school's responsibility to:

1. Develop individuals that have the **mental mastery** to excel academically, think divergently, and use their mind as a tool to create their reality.
2. Develop individuals who have acquired the **life mastery** that gives them ownership of their

personal and professional lives enabling them to not just survive but to thrive.

Collectively, these elements of our school allow us to achieve our mission and empower every member of our community to create extraordinary lives and transform the world!

SOUL's Teaching Methodologies:

Universal Learning

It is a universal need of humanity to learn, develop, grow and acquire the tools and skills needed to live our best lives. We believe that education serves to achieve this purpose and therefore, it is the ultimate goal of SOUL. Our education program is defined by Universal Learning. Universal Learning is purposeful, for all people, of all backgrounds, at all times of their life. It is learning that is meaningful and can always be applied. This is the foundation of Universal Learning.

At SOUL, we combine Project Based Learning, Experienced Based Learning, and Holistic Learning, creating our Universal Learning program. In Universal Learning, real life explorations provide an overarching umbrella for learning, that allow experiences to be applied, and solidify the learnings that have occurred. In Universal Learning, our teachers facilitate projects and explorations that engage students in activities and experiences that allow students to apply their skills and intelligence. Students are encouraged to think, try, examine, debate, contemplate, explore and do. Our Universal Learning classrooms' experience constant exploration and growth.

RAREE

Teachers at SOUL strive to make every moment of class RAREE. In order for learning to be RAREE, students first need to **Relate** to the learning experience. There needs to be a correlation made between their life and their learning. Students need to understand the why behind their learning. They need to be able to relate to their learning.

Next, the learning experience needs to be **Applicable**. Students need to understand how this learning will make their life better. Lessons at SOUL can be applied to life outside of the classroom.

The third step to making education RAREE is teaching why it is **Relevant**. A relevant experience is modern, current, and appropriate for our current world. As our planet evolves and progresses, our education need to do the same.

When a teacher designs experiences that are relatable, applicable, and relevant, students are fully engaged as a result. This is the fourth part of RAREE, **Engaging**. In order for students to learn, they need to be engaged. We at SOUL understand the importance of engagement and therefore, expect that all teachings are relatable, applicable, and relevant, and, in return, are engaging.

The final piece of our RAREE curriculum is taking the relatable material, that is applicable to life, relevant to the world, is engaging, and provides students with an experience. We've learned that most individuals learn best when they experience the material. We at SOUL strive to provide lessons that are

Experiential, giving students an opportunity to truly experience their learning, transforming knowledge into wisdom.

By structuring our educational program in this way, learning at SOUL is: Relatable, Applicable, Relevant, Engaging, and Experiential. Learning at SOUL is RAREE.

RAREE Explorations

SOUL will offer all A-G requirements, and teach all CCSS, through an academic program that we call RAREE Explorations. We will begin working to have our RAREE Explorations UC approved once we receive WASC accreditation in our second year. Below is an overview of our RAREE Exploration program.

We at SOUL have developed an educational program and curriculum that is innovative, project based, and experiential. It's a curriculum that provides real world experience and exploration. This program is carried out through our RAREE Explorations.

In our RAREE Explorations, each student will take an average of 6, 9 week explorations at a time. This means that students will take an average of 12 explorations per semester and 24 explorations per year. Each A-G requirement is broken out into 4 quarter long explorations.

Each exploration is worth a total of 2.5 credits. Once students complete their 4 explorations per subject, they will achieve their 10 course credits and satisfy their course requirement for the year.

Each of the English, History, Math, and Science, A-G required classes, will be broken out into a variety of explorations that allow the students to master standards through explorations that are RAREE, relevant, applicable, relatable, exploratory, and engaging.

Expectations of Mastery

SOUL Charter School's well-qualified educators are here to provide learners with content matter acquisition and guidance, as well as to create an environment conducive to learning and thriving. Teachers provide encouragement and support student motivation with the understanding that education is the responsibility of all stakeholders. Active participants in the learning process include teachers, students, parents/guardians, SOUL Charter School's leadership team and Board of Trustees.

SOUL assesses students academically on a mastery based continuum. Academically, we provide exceptional education where students are continuously challenged mentally. Therefore, we are dedicated to ensuring every individual is able to attain academic success with the goal of achieving mental mastery. The SOUL community will be united by a school culture that expects every student to succeed. In order to foster this mindset, students must be intrinsically driven to reach mastery and take personal responsibility over their education. Thus, our school culture also supports a growth versus fixed mindset where students are acknowledged for their process, rather than seeing their intelligence as fixed. As a result, SOUL does not assess students according to the traditional A-F gradescale. Instead, all student progress is assessed using a continuum as follows:

Mastery Based Continuum

Developing	Progressing	Approaching	Achieving	Mastering
0-59	60-69	70-79	80-89	90-100

Grading Scale:

90-100=Mastering: A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.

80-89=Achieving: A student earning a B in a course is working toward achieving mastery with the content standards.

70-79=Approaching: A student earning a C in a course is approaching mastery with the content standards.

60-69=Progressing: A student earning a D in a course is progressing toward mastery but is not yet demonstrating a consistent level of basic competency with the content standards.

0-59=Developing: A student earning an F in a course is at the beginning stages of developing mastery and is therefore not yet demonstrating basic competency with the content standards.

In terms of their progress, students will understand whether they are Developing Mastery, Progressing toward Mastery, Approaching Mastery, Achieving Mastery or are Mastering their learning. Thus, rather than utilizing grades to measure progress, students come to recognize where they are academically, and are able to articulate their growth process.

Holistic Development

As SOUL's mission is to guide students towards both mental and life mastery, we also assess and benchmark students according to their holistic development. We strive to assess all aspects of learning: academically, socially, emotionally, physically, and personally because we understand that learning is multidimensional. While this is not data that is typically collected, it is fundamental to a student's overall success.

Traditionally, students are only given academic grades according to their mental ability. However, because SOUL addresses and assesses students' growth holistically, each exploration taken, will also be evaluated accordingly. Therefore, students' final evaluation for each exploration, includes all relevant building blocks of the self, specific to that exploration. For example, if an exploration includes all five building blocks, the student's evaluation would be broken down accordingly: Mental=20%, Emotional=20%, Social=20%, Physical=20%, Personal=20% Total=100%.

MIDDLE SCHOOL PROMOTION REQUIREMENTS

SOUL Charter School has adopted the graduation requirements outlined below based upon state and local requirements, and as described by the California Department of Education (CDE).

Students must complete all graduation requirements with course grades posted onto transcripts at least one week prior to the promotion ceremony.

In order to earn a SOUL Charter School Middle School certificate of promotion, it is necessary for students to complete no fewer than 50.0 credits for each of the 7th, and 8th grade levels in the following subjects: English Language Arts, Math, Science, History, and Electives. Subject requirements are specified as follows.

SUBJECT	REQUIRED CREDITS	COURSE-SPECIFIC REQUIREMENTS	
		<i>Course</i>	<i>Credits</i>
English Language Arts (ELA)	20.0	English 7	10
		English 8	10
Mathematics	20.0	Math 7 (or Pre-Algebra)	10
		Math 8 (or Algebra 1)	10
Science	20.0	Science 7: Life Science	10
		Science 8: Physical Science	10
History	20.0	Social Studies 7: World History	10
		Social Studies 8: American History	10
Physical Education, Art, and other Electives	40.0	<i>7th grade electives -PE, Visual or Performing Art, Foreign Language</i>	20
		<i>8th grade electives -PE, Visual or Performing Art, Foreign Language</i>	20

*Students are required to take at least one elective class in both 7th or 8th grade. All students must complete at least one PE elective and one art elective. They have the option of filling their other elective period with either another elective or a Learning Lab.

HIGH SCHOOL GRADUATION REQUIREMENTS

SOUL Charter School has adopted the graduation requirements outlined below based upon state and local requirements and as described by the California Department of Education (CDE).

Students must complete all graduation requirements at least one week prior to the graduation ceremony and possess an overall minimum GPA of 2.5.

In order to earn a SOUL Charter School diploma, students must earn no less than 220 credits.

SUBJECT	REQUIRED CREDITS	COURSE-SPECIFIC HA REQUIREMENTS	
		Course	Credit
English	40.0	English 9	10
		English 10	10
		English 11	10
		English 12	10

Mathematics	30.0	Algebra 1	10
		Algebra 2 or Geometry	10
		Algebra 2 , Statistics, or PreCalculus	10

Science	20.0	Life Science	10
		Physical Science	10

History/Social Science	30.0	World History or Cultural Geography	10
		United States History	10
		American Government	5
		Economics	5
Foreign Language	20.0	Select from course offerings	20
Integra	40.0		40

Required Electives	10.0		
		Entrepreneur Explorations	10
		Life Skills	10
		PE	20
		Visual or Performing Arts	10

Science: Students must take a high school level course from our course offerings that qualifies as a life or physical science, i.e., Biology is a life science and Chemistry/Physics are physical sciences. In order to meet college requirements, students must also take the lab component for each course. All UC sciences MUST have wet labs administered on-site.

Mathematics: The State of California requires two years of mathematics, including Algebra 1.

Social Science: The State of California requires three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics; and one semester of economics.

Foreign Language: The State of California only recommends one year of Foreign Language, but note that UC recommends three years of foreign language courses for college admission purposes.

Competency Testing: The state requires all students receiving diplomas to demonstrate minimal competency in math, writing, and reading.

Daily Schedule

SOUL applies a modified block schedule where students take 3, 90 minute classes a day. Two of these will be core classes and the third will be an elective. On Monday's, students will take each of their 6 classes for 30 minutes each. They will also receive a total of 60 minutes of Integra on Monday. They will then take three classes on Tuesday/Thursday and three classes on Wednesday/Friday. This schedule will be used for all students in grades 7-12.

Our school day will run from 8:00-1:10 on Monday and 8:00-3:00 on Tuesday through Friday.

Our Monday schedule will be as follows:

Integra	8:00	8:20
Exploration 1	8:25	8:55
Exploration 2	9:00	9:30
Exploration 3	9:35	10:05
Integra/Mid Morning Snack	10:10	11:00
Exploration 4	11:05	11:35
Exploration 5	11:40	12:10
Exploration 6	12:15	12:45
Integra	12:50	1:10
Staff Development/ Student internships, mentorships. volunteer work, etc.	1:15	3:30

Monday afternoons will be utilized for the professional development of students and staff. The staff will use this time for professional development, staff meetings, and teacher planning/prep/collaboration while students will use it for internships, volunteer work, projects, online classes, or other personal development endeavors.

Our Tuesday/Thursday schedule is as follows:

Integra	8:00	8:20
Exploration 1	8:25	9:55
Exploration 2	10:00	11:30
Lunch	11:30	12:05
Integra	12:10	1:00
Exploration 3	1:05	2:35
Integra	2:40	3:00
After School Tutoring	3:00	3:30

Our Wednesday/Friday schedule is as follows:

Integra	8:00	8:20
Exploration 4	8:25	9:55
Exploration 5	10:00	11:30
Lunch	11:30	12:05
Integra	12:10	1:00
Exploration 6	1:05	2:35
Integra	2:40	3:00

Promotion Policy

A student's "grade level" is defined by his/her projected year of graduation. Graduation with a diploma is contingent upon satisfactory completion of all required coursework and competency testing.

Transcripts

The SOUL Charter School office updates a student's transcript upon completion of a course. The transcript includes the course title, grade earned, and number of credits awarded.

SOUL Charter School reserves the right to include transferred courses to its academic GPA and will refer to UC approval designations in this decision process. As a policy and without exception, for all courses remediated through SOUL Charter School that were previously

failing grades at a prior school, only the remediated SOUL grade will be included when averaging the overall SOUL GPA. Please note that failing grades that are not remediated will be included in a student's overall GPA, along with all grades of a "D."

A written request for an official SOUL Charter School transcript must be made to the campus Administrative Assistant. Please allow five to seven school days to process a request.

Student Records

Students' permanent records are maintained. Please allow five to seven school days to acquire copies of school records.

Transfer Credits

Each school district and college has its own guidelines regarding the acceptability of credits. SOUL Charter School does not assume responsibility for transfer credits. Students planning to transfer a SOUL Charter School course to another school should check the policy of that particular school. Students desiring to transfer credit will require a Course Verification Form. This form is provided by Director(s). Students may be granted credit for previous work from another school if the work meets the objectives required in SOUL's approved course of study. SOUL issues credits in 2.5 increments only.

Student Email

SOUL students receive a school email address at the time of enrollment. Students are asked to visit www.gmail.com and login with their unique SOUL username/password. Students will login either using `firstname.lastname@soul.edu`, or `firstname.lastname@soul.com`, depending on the email address they were given when they enrolled. The password: `soulschool`

Please allow 5 business days following enrollment and completion of all necessary paperwork for your new username/password to be generated. If you are not able to login 5 days after your enrollment, let your Integra Guide know. While students may have personal email accounts, it is expected they use their SOUL email account for all school communication.

Parent/Student Portal

SOUL is committed to an open door policy and encourages parent-student-teacher communication at all times. To aid in the effort of constant communication, SOUL Charter School provides access to an online parent and student portal which allows you to:

- Update your contact information
- View a list of scheduled classes
- View attendance information
- View assignment and grading updates

Once your enrollment has been processed, students and parents will receive an automated email with the subject heading, "Welcome To SOUL! Portal Registration." Please follow the steps below to register and login. If you do not receive the automated email after 5 business days following your enrollment and the completion of all necessary paperwork, contact the office.

Parent Portal:

1. A Portal Registration email will be sent from SOUL Charter School with the title, "Welcome to SOUL! Portal Registration"
2. Parents will be asked to click on a link to register
3. A new page will appear allowing you to create a new user login
4. Create a username that is NOT an email address
5. Create a password
6. Once registered, parents can access the parent portal through the SOUL Charter School website www.soulcharterschool.org by selecting, "Login" at the top right of their screen

Student Portal:

1. A Portal Registration email will be sent to student's SOUL gmail account with the title, "Your SOUL customer portal username and password"
2. Within the email, students will be provided with a system generated password and username
3. Students can access the student portal through the SOUL Charter School website www.soulcharterschool.org by selecting, "Login" and entering the username/password provided in their initial email

Parent/Guardian Involvement

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

At SOUL, when we say that we will grow the family, we mean that our intention is to not only support the students that we serve, but support their families as well. SOUL achieves this in the following ways:

- Offering monthly workshops
- Having round table conversations
- Bringing the conversation home
- Ensuring there are open lines of communication
- Instituting an open door policy
- Inviting parents/guardians into the classroom to volunteer, teach, etc.

Suspension/Expulsion Policy

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at SOUL, or at any other school, or a SOUL sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c)

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

Enumerated Offenses:

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

a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object 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 Director/Director(s) or designee's concurrence.

c. Unlawfully possessed, used, sold 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.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.

g. Stole or attempted to steal school property or private property.

h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

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 11014.5.

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. 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.

n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o. 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.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescribed medications.

q. Engaged in or attempted to engage in hazing of another.

r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

s. Made terrorist threats against school officials and/or school property.

t. Committed sexual harassment.

u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

v. 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 classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Social Interaction

SOUL Charter School offers a variety of social activities such as field trips, clubs, leadership groups, and student government, as well as various fundraisers where students are encouraged to interact with each other in a social setting. SOUL also encourages students to start their own club, group, fundraiser or other school sponsored social activity.

Emergency

SOUL shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for SOUL.

Immunizations

California law requires that all students provide immunization records to the school as a condition of admission. Students will not be permitted to attend classes without immunization records on file.

Communicable Diseases

If a student has or is exposed to a communicable disease, parents/guardians must notify the school immediately. Before a student may return to school from such an illness, the school is required by law to receive a doctor's statement certifying the student's health.

Medications

A student may not possess over-the-counter or prescription drugs unless the school has received an authorization to administer medication from the parents. The parent/guardian must sign the authorization and indicate the name of the medication, prescribed dosage, or other important instructions and information.

Title III Reasonable Accommodations

SOUL Charter School adheres to the requirements of Title III of the Americans with Disabilities Act, which prohibits discrimination against qualified individuals with disabilities in public accommodations. As part of this policy, students with qualified disabilities, or their parents/guardians, may request reasonable accommodations that would permit the student full and equal access to the goods, services, and operations of the school.

Harassment Complaint Procedure

Any student who believes he or she has been subject to prohibited harassment by another student(s) or an employee of SOUL Charter School should make his or her concern known to the Director(s). Alternatively, any student or parent may discuss concerns with any teacher or school administrator.

The Director(s) will conduct an investigation into the incidents described in the complaint. If the investigation reveals that harassment occurred, the Director(s), will take prompt corrective action.

If an individual wishes to challenge the Director's decision, he or she may submit a written request within 15 days. The Director will then review the matter and issue a decision which will be final.

All SOUL Charter School staff involved in the receipt of, or investigation of allegations of harassment, are to hold such information in appropriate confidence, to the extent possible, so as to ensure the privacy of the individuals concerned.

In addition, if required by law, the school will report violations of the harassment policy to appropriate government agencies.

Cell Phone Use

Students are not allowed to use cell phones during class time. While working in the Learning Lab students may use their cell phone only if it contributes to productivity (music, etc). Cell phones should not be used to take pictures or record anything, unless permission is explicitly given. Cell phones that are used inappropriately, pose a distraction, or directly violate the cell phone use policy, will be confiscated by a school staff member and returned to the student at the end of the day. Repeated violation of the cell phone use policy will result in further disciplinary action, including suspension or loss of cell phone use while on campus.

POLICIES

It is the policy of SOUL to ensure that all individuals are treated equally. No person, on the basis of race, color, national origin, political affiliation, religion, marital status, sex, sexual orientation, age, or disability, will be excluded from participation, or denied the benefits of any program, service, or otherwise subjected to treatment that differs from that provided to others.

ANTI-HARASSMENT POLICY

Discriminatory harassment is a particular form of personal disrespect that SOUL Charter School does not tolerate among students, among employees, or between employees and students. SOUL Charter School is committed to providing an educational environment free of discriminatory harassment.

Discriminatory harassment of a student includes harassment based on actual or perceived sex, race, color, religion, ancestry, religious creed, national origin, disability, medical condition, marital status, age, or sexual orientation. Discriminatory harassment violates this policy and will not be tolerated. It is also improper to retaliate against any individual for making a complaint of discriminatory harassment or for participating in a harassment investigation.

Retaliation constitutes a violation of this policy. Students who violate this policy may be subject to disciplinary action, up to and including expulsion.

Harassment can consist of virtually any form or combination of verbal, physical, visual, or environmental conduct. It need not be explicit or even specifically directed at the victim. Sexually harassing conduct can occur between students of the same or different gender.

No student shall create a hostile or offensive work environment for any other person by engaging in any discriminatory harassment, or by tolerating it on the part of any student.

No student shall assist any individual in doing any act that constitutes discriminatory harassment against any student.

All students shall report any conduct, which fits the definition of discriminatory harassment, to the Director(s) or other appropriate authority figure.

All complaints or allegations of discrimination or sexual harassment will be kept confidential during any informal and/or formal complaint procedures except when disclosure is necessary during the course of an investigation in order to take subsequent remedial action and to conduct ongoing monitoring.

All students shall cooperate with any investigation authorized or conducted by SOUL Charter School into any alleged act of discriminatory harassment.

SEXUAL HARASSMENT POLICY

SOUL Charter School prohibits unlawful sexual harassment of or by any student, or by anyone in or from the school. Conduct which constitutes sexual harassment of students impairs the ability of students to make full and effective use of the school's instructional programs. California Education Code section 212.5 defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as a basis of employment, academic status, or progress.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

SOUL Charter School further defines sexual harassment as including, but not limited to:

- Unwelcome sexual flirtations or propositions
- Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures, or gestures or social media postings
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Limiting a student's access to educational tools

Any student of SOUL Charter School who believes she or he has been the victim of sexual harassment is urged to bring the problem to the attention of the Director(s), or another adult employee, so that appropriate action may be taken to resolve the problem.

Students found to be in violation of any part of the sexual harassment policy will be permanently dismissed from SOUL.

ANTI BULLYING POLICY

SOUL Charter School aims to create an environment where students can grow and flourish without fear. Each student has the right to be safe in and out of school, and to be protected when he/she is feeling vulnerable. SOUL takes measures to prevent all forms of bullying within each campus, as well as during off site activities, and will address any related instances immediately. SOUL Charter School also supports staff and other students in actions to identify and protect those who might be bullied.

SOUL staff, students, and parents should be aware of the negative effects that bullying can have on individuals, and the school in general, and should work towards ensuring that students can learn in an environment without fear. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

ANTI CYBERBULLYING POLICY

Cyberbullying is the use of electronic information and communication devices to willfully and repeatedly harm a person. Cyberbullying includes but is not limited to harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures/ images, or web postings- including blogs. Bullying of this kind creates an unacceptable, toxic, and hostile environment on campus and is in violation of a student's right to be safe and secure. At Halstrom, cyber-bullying and harassment of any kind is not tolerated. If cyber-bullying occurs on or off school grounds and causes or threatens to cause a substantial disruption at school or interferes with a student's right to be secure, Directors will impose consequences. Administration may also report cyberbullying to the police.

SOUL Charter School aims to provide a positive, healthy and safe environment for all of its students, and as such, honors a safe & civil model for discipline. It is the responsibility of SOUL students, parents/guardians and staff to recognize acts of bullying, cyberbullying and retaliation. Any student who feels he/she is the victim of bullying should report it immediately to the Director(s). Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

DISCIPLINE POLICY

One of the goals at SOUL Charter School is to help each student become a positive and responsible citizen. Our expectation is that students will work toward this goal by respecting the rights of others, respecting personal and school property, and by practicing acceptable behavior.

All SOUL Charter School students will be held accountable for the following expectations:

- Students will maintain academic integrity and not engage in any conduct that consists of cheating, plagiarism, or academic dishonesty
- Student language will be school appropriate
- Students will be respectful of other classmates and their right to a learning - focused environment
- Students will address school staff respectfully
- Students will follow directions from school staff the first time they are given
- Students will complete their work and arrive on time for class
- Students will utilize technology responsibly
- Students will, under no circumstance, create a distraction for other students
- Students will not engage in behavior that constitutes bullying or sexual harassment

A student's personal property may be searched by a SOUL staff member if SOUL staff has reasonable grounds to suspect that the student is in possession of a controlled substance or weapon of any kind.

The following regulations are in effect on or near school grounds, off campus during school hours, at school sponsored activities, and while on the way to and from campus or school related activities. Breaking these regulations may lead to suspension or expulsion.

Possession/Use of Alcohol/Tobacco Products/Other Drugs/Controlled Substances

At all times, it is illegal for any student to use, furnish, possess, sell or be under the influence of alcohol, drugs, and controlled substances, any designer drugs and all tobacco products including all forms of electronic cigarettes. All of the above are suspendable violations. The use of marijuana purchased with a marijuana license is also a suspendable offense.

Weapons

In accordance with the California Educational Code, it is illegal for any student to possess or use weapons or any other material that can be used as a weapon at any time, including at school or at any school function. Threat of bringing a weapon on campus will also be dealt with accordingly and considered a severe offense.

Theft

Theft is defined as taking and and/or possessing property without permission or knowledge of the owner. Property is defined as anything that belongs to another person or the school. Knowingly receiving stolen property is a violation of school rules.

The following rules and regulations are in effect on or near school grounds, off campus during school hours, at school- sponsored activities, and while on the way to or from campus and school activities.

Note: Any student who is suspended from SOUL Charter School may not be on campus or attend school-related activities (on or off campus) while on suspension.

ACADEMIC INTEGRITY POLICY

Our expectation is that our students conduct themselves with academic integrity. Plagiarism, which is copying work from another source and submitting it as one's own work, is a direct violation of our expectations.

Plagiarism includes and is not limited to:

- Copying another student's work or previously published material or ideas from any source and submitting them as one's own
- Allowing a student to copy one's work
- Intentionally or unintentionally leaving one's written work available in a place that makes it possible for someone to copy or sending it electronically to someone
- Altering words or the order of words from another source and submitting them as one's own
- Submitting work written by college students, former students, tutors, friends, or adults as one's own
- Submitting work as one's own that was produced by unauthorized collaboration on assignments designed to be completed independently

If a student is suspected of plagiarism, the teacher will notify the Director(s) and the parent/guardian in writing. Along with the notification of plagiarism, a teacher must submit the original source and the student's plagiarized work.

The following consequences noted below pertain to any and all courses a student is enrolled in during the school year.

If the Director(s) finds that the student is guilty of plagiarism for the FIRST TIME, the following actions must be taken:

1. The student will receive a "0" for the assignment which will be averaged into the final grade.
2. Two additional appointments must be scheduled:
 - The first appointment will be to review the research guidelines and what constitutes plagiarism
 - The second appointment will be for the student to resubmit the assignment

If the Director(s) finds that the student is guilty of plagiarism for the SECOND TIME the following actions must be taken:

1. A parent/guardian, student, Director meeting is scheduled.
2. The student will receive a "0" for the assignment which will be averaged into the final grade.
3. The student will be suspended for 3 school days and will be unable to attend classes. All classes will remain on the schedule and parents will be responsible for any fees accrued for additional appointments across all subject areas.

If the Director(s) finds that the student is guilty of plagiarism for the THIRD TIME, the following actions must be taken:

1. A parent/guardian, student, Director meeting is scheduled.
2. The student will receive a failing grade for the course with no credit.
3. Plagiarism for the third time may be grounds for permanent dismissal from SOUL.

*If the Director(s) is not able to schedule a meeting within 5 school days, he/she will advise parent/guardian of disciplinary action via phone and email and will move forward with the consequences outlined above.

*Students may re-enroll in a dropped course in the semester following the violation of the academic integrity policy.

ATTENDANCE POLICY

Full Day & Period Absences and Off Campus Passes

To report or clear an absence or tardy for your student, please email or call the attendance office. You **MUST** include the type of absence in the subject line of your email (i.e., Off Campus Pass, Tardy, Absence, Field Trip, etc.) In the body of the email include: your student's full name (spell if leaving a voicemail), student id number, reason for the absence and the date and time.

Obtaining Off Campus Pass Procedure

- Off campus passes **MUST** be requested at least 24-48 hours in advance either by email or phone. If your student will be driving to their appointment, you **MUST** include that in your email.
- If advance notice is not given or if it's an emergency, parents are required to physically come in to the attendance office to excuse your student off campus.
- Students **MUST NOT** leave school without an off campus pass.
- Students can pick up their off campus pass before school begins in the attendance office.
- If students are returning to school after an appointment, they must check in with attendance before going to class.
- The attendance office will **NOT** be accepting phone calls from parents on a student's cell phone to issue off campus passes.
- Students feeling unwell **MUST** check out through the Health Office

TARDY POLICY

SOUL Charter School prides itself on helping students learn self-discipline, as well as respect for themselves and others. Being on time for all class sessions is an expectation of SOUL Charter School as we encourage students to develop successful habits for high school and beyond.

Tardies must be cleared by the student's parent through emailing or calling the attendance office. Students arriving later than 15 minutes to class must check in with the attendance office to obtain a re-admit slip before going to class. Excusing Absences and Tardies Absences and tardies must be excused within 72 hours.

INTERNET/TECHNOLOGY POLICY

All SOUL students are required to follow regulations regarding appropriate Internet/Technology usage. SOUL has taken steps to restrict access to content that does not support educational objectives. If at any time, a student is found in violation of SOUL's Internet/Technology policy, privileges will be revoked.

Inappropriate use of Internet/Technology includes but is not limited to:

- Obscene material
- Material that depicts violence, nudity, sex, death, or bodily functions
- Material that has been designated as for adults only
- Material that promotes or advocates illegal activities
- Material that promotes use of alcohol, tobacco, or weapons
- Material that advocates participation in hate groups or other potentially dangerous groups
- Child pornography
- Social networking sites such as Instagram and Facebook
- Excessive online game playing
- Accessing chat rooms
- Online vandalism
- Pirating software

Students who seek to bypass SOUL's filtering software by using a proxy site or any other technology are also in violation of the Internet/Technology policy.

SUSPENSION/EXPULSION POLICY

Student Suspension

Suspensions shall be initiated according to the following procedures:

a. Who May Suspend

The Director, or student's guide has the ability to suspend a student when following proper protocol as explained above.

b. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is

suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be 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.

No penalties may be 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.

c. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish 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.

d. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director 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.

Student Expulsion

A student may be expelled by the SOUL Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a

final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student'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:

- a. The date and place of the expulsion hearing
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- c. A copy of the School's disciplinary rules which relate to the alleged violation
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- f. The right to inspect and obtain copies of all documents to be used at the hearing
- g. The opportunity to confront and question all witnesses who testify at the hearing
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

SIGNATURE PAGE

We have read the SOUL Charter School Student Handbook and agree to abide by all policies and procedures outlined therein.

(This signature page must be submitted with both parent and student signatures prior to the student beginning classes.)

PARENT/GUARDIAN (Please Print)

PARENT/GUARDIAN SIGNATURE

Date: _____

SOUL STUDENT (Please Print)

STUDENT SIGNATURE

Date: _____