

School of Unlimited Learning

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	School of Unlimited Learning
Street	2336 Calaveras St.
City, State, Zip	Fresno, Ca, 93721-1104
Phone Number	559-498-8543
Principal	Mark A. Wilson, Principal
E-mail Address	mark.wilson@fresnoeoc.org
Web Site	http://www.fresnoeoc.org/soul
County-District-School (CDS) Code	10621661030642

District	
District Name	Fresno Unified
Phone Number	(559) 457-3000
Web Site	http://www.fresnounified.org
Superintendent First Name	Michael
Superintendent Last Name	Hanson
E-mail Address	michael.hanson@fresnounified.org

Last updated: 2/5/2015

School Description and Mission Statement (Most Recent Year)

The School of Unlimited Learning(SOUL) Charter High School serves, educates and works with students residing in Fresno the metropolitan area from ninth through twelfth grade, ages 14 through 21 who have not yet received a high school diploma. The targeted youth often, but not necessarily, have a history of low academic achievement and are not currently benefiting from available support services in the traditional school system or are in need of more comprehensive social services.

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

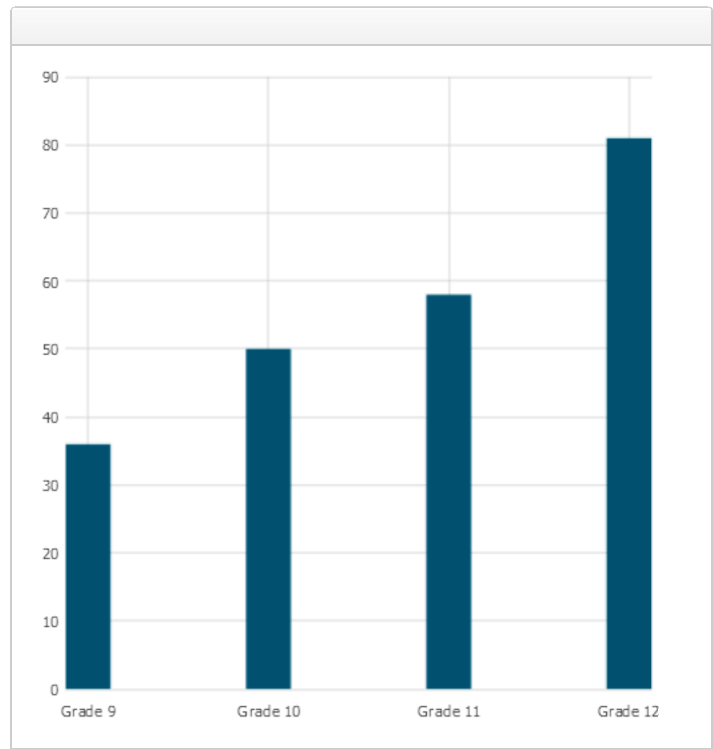
The School of Unlimited Learning's educational program offers both a classroom-based program and a non classroom-based program. Both programs are located at the EOC Sanctuary Youth Center at 2336 Calaveras Street. In 2013-2014, SOUL's teaching staff was comprised of 11 full-time teachers, with approximately 100 students per semester enrolled in the classroom-based program, and 120 enrolled in the Independent Study program.

Students enrolled in the independent study component are students who have scheduling conflicts with a traditional school day. These students have voluntarily enrolled in this alternative instructional program. Students in both programs are assigned a case manager to assist in resolving family, social, and community needs beyond the educational requirements.

Last updated: 2/5/2015

Student Enrollment by Grade Level (School Year 2013-14)

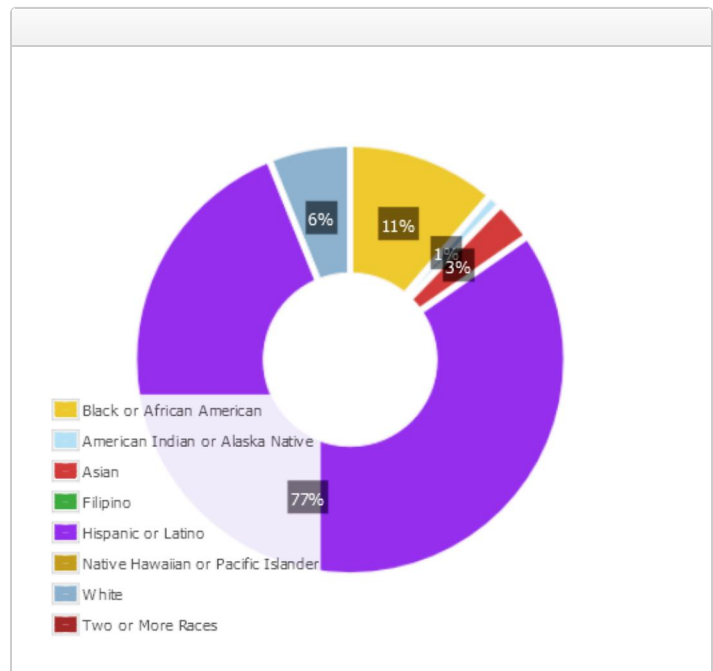
Grade Level	Number of Students
Grade 9	36
Grade 10	50
Grade 11	58
Grade 12	81
Total Enrollment	225



Last updated: 2/5/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	11.5
American Indian or Alaska Native	1.7
Asian	3.4
Filipino	0.0
Hispanic or Latino	77.0
Native Hawaiian or Pacific Islander	0.0
White	6.3
Two or More Races	0.0
Socioeconomically Disadvantaged	96.6
English Learners	20.1
Students with Disabilities	10.3



Last updated: 2/5/2015

A. Conditions of Learning

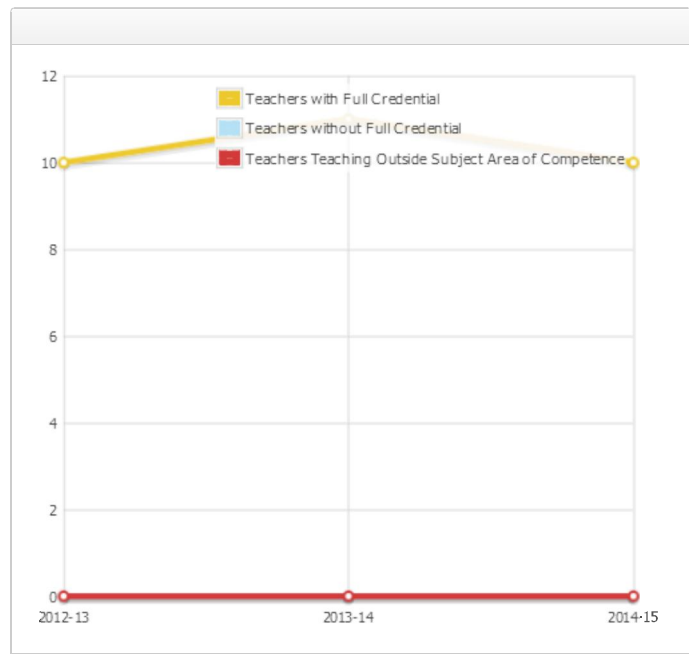
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

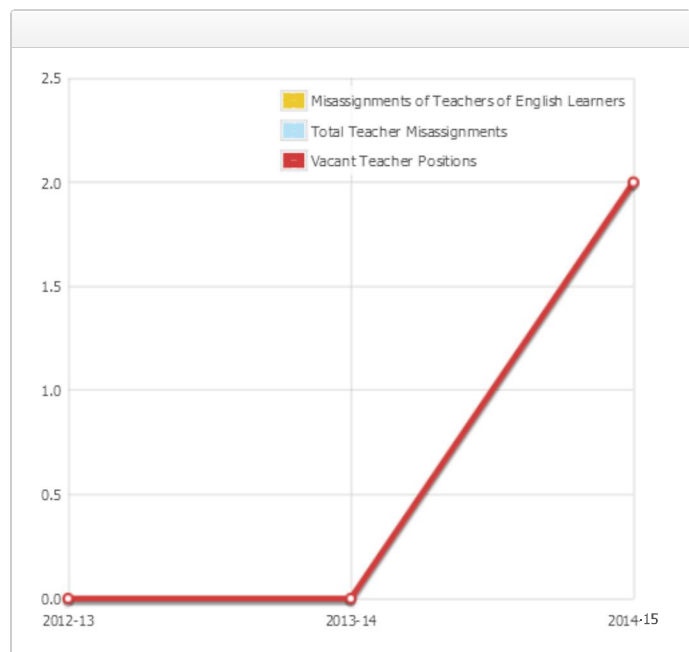
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	10	11	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/5/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	2



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	96	4
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: July 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9: T he Language of Literature, McDougal Littell English 10: T he language of Literature,McDougal Littell English 11: the Language of Literature AmericanLiterature,McDougal Littell English 12: the Language of Literature, WorldLiterature,McDougal LittellReading Intervention: Achieve 3000 Online CAHSEE English: Meeting the California Challenge, teacher-madematerials	No	0.0
Mathematics	Algebra 1: McDougal Littell, Algebra 1 Globe Fearon-Algebra 1 Geometry: Geometry-Glencoe Mcgraw Hill; Geometry/GlobeFearon; Pacemaker Geometry Math Intervention: Pacemaker Series: Pre-Algebra CAHSEE Math: Meeting the California Challenge, teacher-madematerials	No	0.0
Science	Environmental Science: Pearson. AGS globe. 2007. Earth Science: Globe Fearon. Fourth Edition. 2003. Biology: Cycle of Life, CORD Biology; AGS Publishing. 2006. Biology: Modern Biology Holt Reinhart W inston/ Human Biologyand Health-Prentice Hall Anatomy: The Hot Zone; Random House	No	0.0
History-Social Science	World History: World History; Globe Fearon US History: America-Pathways to the Present,Prentice Hall Economics: Economics: oday and Tomorrow ;Glencoe Government: Magruder's American Government;Prentice Hall	No	0.0
Foreign Language	N/A		0.0
Health		No	0.0

Visual and Performing Arts	Music Theory:- Eiji Maruko- Fundamentals of Music Theory HandbookNo 0.02012-13 Music Appreciation: T eacher-made materials	No	0.0
Science Lab Eqpmt(9-12)			0.0

Last updated: 2/5/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The School of Unlimited Learning Charter High School provides and maintains a safe learning and working environment for all pupils and employees. All SOUL facilities meet or exceed state and local building codes. The school undergoes an annual inspection by a city fire marshal. All use permits are on file with the City of Fresno. In addition, SOUL conducts an annual review and submits an annual comprehensive Safe School Plan to Fresno Unified School District, the school's chartering agency.

Last updated: 2/5/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 2/5/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	7	13	7	42	42	41	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/5/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	10%	9%	7%	39%	41%	41%	54%	56%	55%
Mathematics	3%	5%	10%	40%	41%	40%	49%	50%	50%
History-Social Science	4%	7%	10%	35%	36%	36%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/5/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	B	B	B
Similar Schools	B	B	B

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/5/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

API was discontinued in 2013.

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
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Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	16	50	-41
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	35	-69
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/5/2015

Career Technical Education Programs (School Year 2013-14)

The School of Unlimited Learning offers an introductory Career Exploration course primarily to 12th grade students. This course is considered an elective course and contains a work experience component which offers SOUL students practical on-the-job experience at a designated worksite. Students also complete career assessments, prepare resumes, and learn successful interviewing techniques to secure employment. the Career Exploration course is has a writing and research component. This course is considered an elective course.

Last updated: 2/5/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

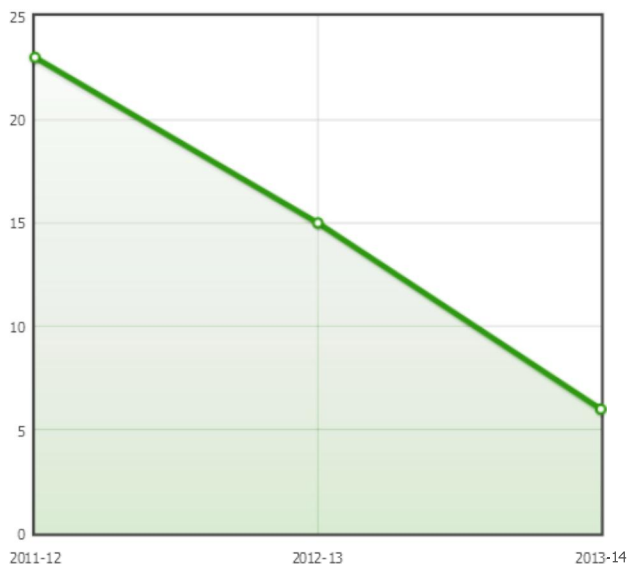
- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

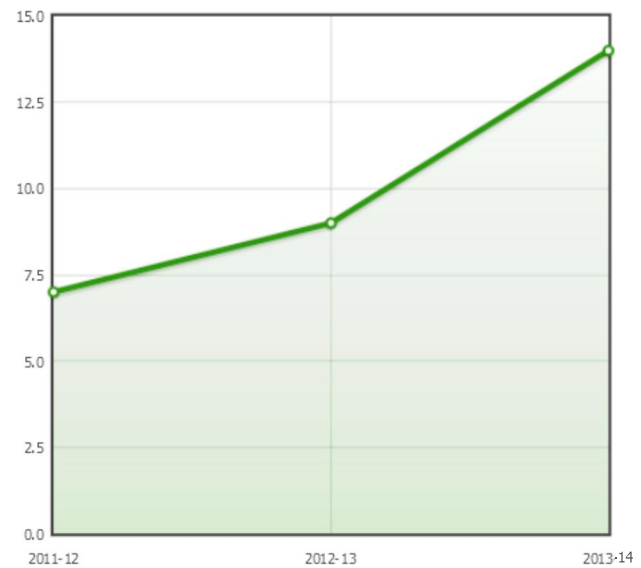
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	23%	15%	6%	41%	41%	36%	56%	57%	56%
Mathematics	7%	9%	14%	45%	45%	42%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	61%	23%	17%	53%	35%	12%
All Students at the School	94%	6%	0%	86%	14%	0%
Male	100%	0%	0%	80%	20%	0%
Female	89%	11%	0%	90%	10%	0%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	92%	8%	0%	81%	19%	0%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	94%	6%	0%	86%	14%	0%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/5/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	12.5%	12.5%	6.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/5/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Parent involvement is essential to student success. Parents/guardians are encouraged to participate in the education of their child through a variety of avenues. Parents are kept abreast of school activities, events, and the educational progress of their child. The student's case manager, teachers, school administration, and counseling staff contact with parents through phone, mail, and/or personal visits. For each student, an individual parent/student orientation is provided by a case manager upon enrolling into

school. Communication between the school and home is regular and meaningful thus providing a foundation of trust and collaboration. As parents and educators successfully correspond, problems will be more readily resolved and students will make greater academic progress. Parents are encouraged to participate actively in selecting placement options with their child. Regular attendance, providing basic clothing and supplies, assisting with homework, and taking a personal interest in the academic advancement of their child are strongly encouraged. Parents can help the school through assisting in the classroom; in other learning environments; in co-curricular and extra-curricular activities; volunteering to assist with clerical tasks; sharing special skills or knowledge; or mentoring other youth. Parents will contribute to decisions benefiting the school environment and student instruction through a variety of means: parental representation on the Governing Council, parent and leadership on the Parent Advisory Committee. The annual Parent Involvement Policy is updated each year.

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

- 1) are willing to remain/become active in the learning of their child while he/she is enrolled in the school;
- 2) understand and support the distinctive nature of the school and agree to adhere to the school's policies and procedures.

Each parent/guardian receives a Parent/Student handbook that enumerates the policies and procedures as well as graduation requirements and courses offered.

State Priority: Pupil Engagement

Last updated: 2/5/2015

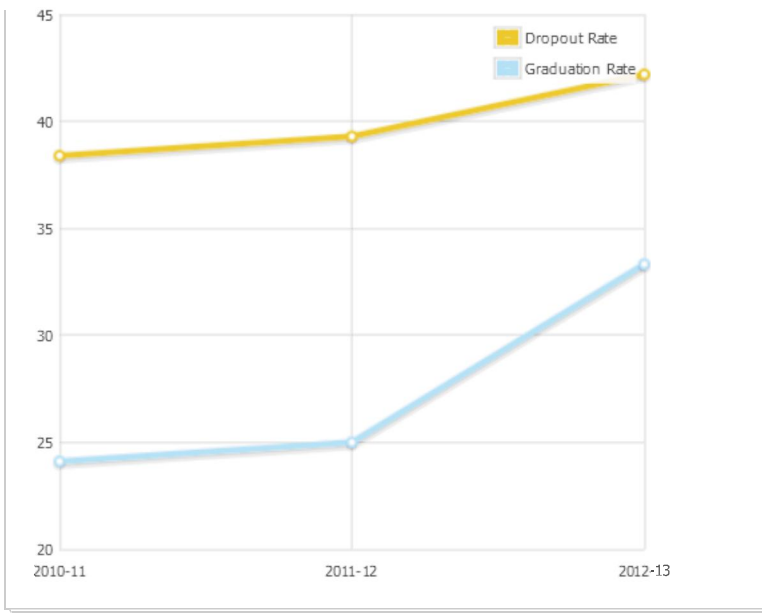
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	38.4	39.3	42.2	16.6	15.1	15.6	14.7	13.1	11.4
Graduation Rate	24.11	25	33.33	73.43	74.98	76.23	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/5/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	45	76	84
Black or African American	25	72	75
American Indian or Alaska Native		66	77
Asian	16	84	92
Filipino		90	92
Hispanic or Latino	43	72	80
Native Hawaiian or Pacific Islander		75	84
White	60	83	90
Two or More Races		69	89
Socioeconomically Disadvantaged	48	73	82
English Learners	45	62	53
Students with Disabilities	37	50	60

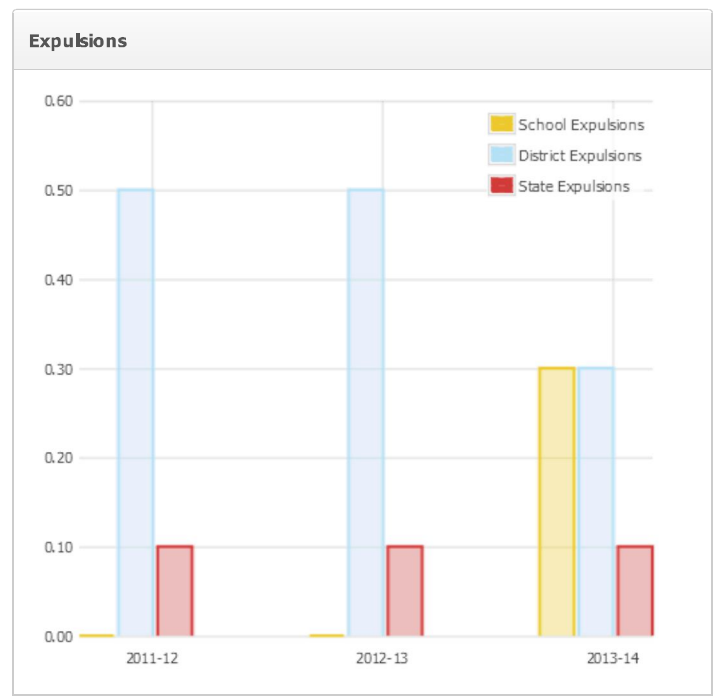
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	13.70	10.20	14.10	8.20	7.30	7.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.30	0.50	0.50	0.30	0.10	0.10	0.10



Last updated: 2/5/2015

School Safety Plan - Most Recent Year

Each year SOUL develops a comprehensive Safe School and Disaster Preparedness Program Plan in conjunction with the Fresno Unified School District. The comprehensive school safety plan is revised on an annual basis each Spring and reviewed with school staff at the beginning of each school year. The 2013/2014 Safe School Plan was approved by the SOUL Governing Council in March 2013 and reviewed with staff on August 14, 2013. Key elements of the plan include the identification of the following:

- Threat Assessment Management Team
- Immediate Care Responders
- Pandemic Influenza Management Plan
- Parent Reunification Team
- Evacuation Plan
- Fire Drill, Lockdown, and Imminent Danger Procedures and Schedule

Last updated: 2/5/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate - English-Language Arts	Yes	
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	No	
Met Percent Proficient - Mathematics	Yes	
Met Graduation Rate	Yes	

Last updated: 2/5/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	2004-2005
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	81
Percent of Schools Currently in Program Improvement	N/A	91.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/5/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	240.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.5	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.3	N/A
Other	2.0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/5/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,867	\$448	\$9,429	N/A
District	N/A	N/A	N/A	\$66,853
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Last updated: 2/5/2015

Types of Services Funded (Fiscal Year 2013-14)

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

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

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

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

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

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

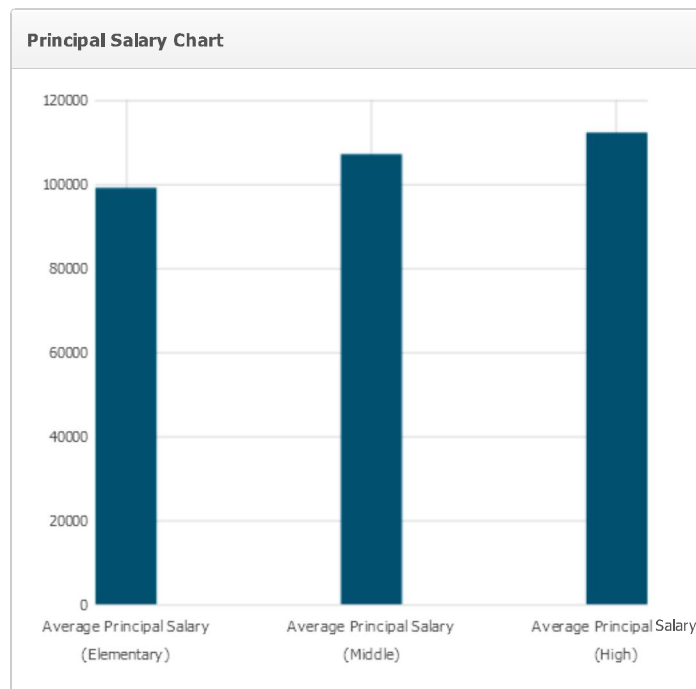
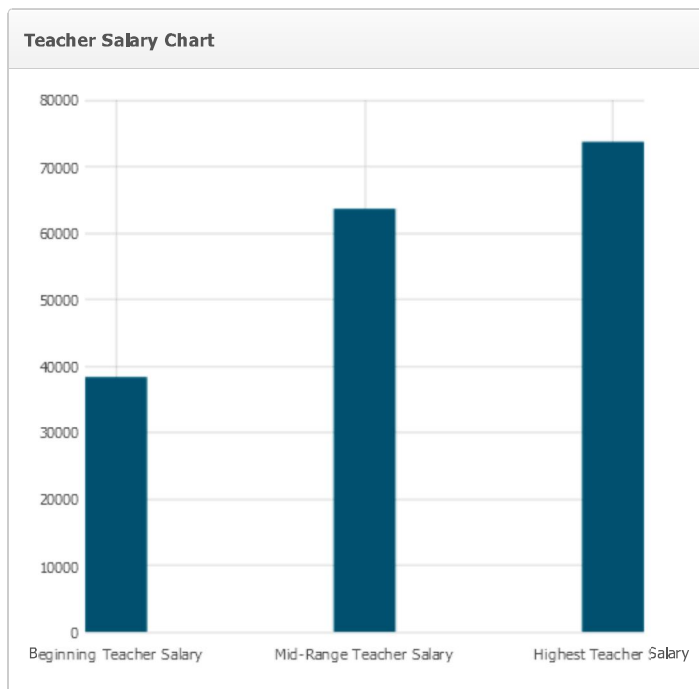
Last updated: 2/5/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,347	\$41,761
Mid-Range Teacher Salary	\$63,656	\$66,895
Highest Teacher Salary	\$73,718	\$86,565
Average Principal Salary (Elementary)	\$99,142	\$108,011
Average Principal Salary (Middle)	\$107,137	\$113,058
Average Principal Salary (High)	\$112,264	\$123,217

Percent of Budget for Teacher Salaries	38.0%	38.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 2/5/2015

Professional Development – Most Recent Three Years

The School of Unlimited Learning schedules a total of five school days per year to staff development, which is determined using student assessment data primarily from STAR and CASHEE results from the previous year. Three of the five days are scheduled prior to the first day of school, whereas two of the five days are scheduled throughout the school year- one in the Fall and the other in the Spring. In 2012, SOUL initiated an early release schedule each Monday to allow teachers to engage in professional development activities on a weekly basis. Weekly staff development time focuses on curricular alignment to the Common Core State Standards, sharing instructional strategies with other teachers, and refining State standards-driven lesson plans to elicit greater student engagement. An annual staff development plan is developed to better identify teachers' needs with respect to curriculum and instruction. In 2013/2014 staff development needs focused primarily on the transition to Common Core State Standards, as well as maximizing student participation through effective rigorous instruction, high student engagement classroom management, peer observations, and Explicit Direct Instruction.

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