School of Unlimited Learning

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/.

- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mark A. Wilson, Principal

Principal, School of Unlimited Learning

About Our School

Welcome to the School of Unlimited Learning, SOUL, Fresno's first charter high school! In April 2013, SOUL's charter was reauthorized for the fourth consecutive 5-year cycle. SOUL is fully WASC accredited, receiving a full six-year accreditation in 2017. For over 18 years, we have provided an educational option to high school students in Fresno who need an alternative to the traditional high school setting. In addition to our academic programs, SOUL provides a wide variety of services designed to connect students to school, whether it be through delivery of special resources and support services, or through participation in extracurricular activities. Services include home visits, individualized counseling, parent engagement opportunities, personal and academic counseling, access to health services and childcare, and scheduled participation in extracurricular and community activities.

SOUL provides a host of opportunities designed to connect students with the concept of school, such as youth mentoring, career development, leadership, community service clubs, musical education, and sports. All of these programs work hand in hand to create a level of mutual respect among students and staff, and an atmosphere of engagement between the students and their education. The personal relationships established in a small school setting allow for a greater understanding, acceptance, and tolerance among staff and students. We welcome any and all high school aged students and families who are looking for an educational option and additional resources not typically found in the regular high school setting.

Mark A. Wilson, Ed.D.,

Principal

Contact

School of Unlimited Learning
2336 Calaveras St.
Fresno, CA 93721-1104

Phone: 559-498-8543
E-mail: mark.wilson@fresnoeoc.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)

District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Bob Nelson
E-mail Address	bob.nelson@fresnounified.org
Web Site	http://www.fresnounified.org

School Contact Information (School Year 2017-18)

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
County-District-School (CDS) Code	10621661030642

Last updated: 1/10/2018

School Description and Mission Statement (School Year 2017-18)

The School of Unlimited Learning (SOUL) presently serves, educates and works with students residing primarily within the Fresno metropolitan area. The students, ages 14 through 22, and grades 9 through 12, have not yet received a high school diploma. The targeted youth often, but not necessarily, have a history of low academic achievement due primarily to truancy due primarily to poor attendance in their previous schools . A review of their scholastic career typically reveals a failure to benefit from available support services in the traditional school system, and a possible need for more comprehensive academic and support services.

The mission of the School of Unlimited Learning 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 college and career ready lifelong learners as they mature toward self-sufficiency.

The School of Unlimited Learning's educational program offers both a classroom-based program and a nonclassroom-based program. BOTH programs are located at the EOC Sanctuary Youth Center at 2336 Calaveras Street. During the201 6/2017 school year, SOUL's teaching staff consisted of10 full-time, fully-credentialed teachers with approximately 85 students enrolled in the classroom-based program and 115 enrolled in the independent study program.

Students who enroll in the independent study program typically have scheduling conflicts with a traditional school day. These students voluntarily enroll in this alternative instructional program. Students in both program are assigned a case manager to assist in addressing family, social, and community issues beyond the scope of the educational program requirements.

Last updated: 1/10/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	9
Grade 10	32
Grade 11	51
Grade 12	92
Total Enrollment	184
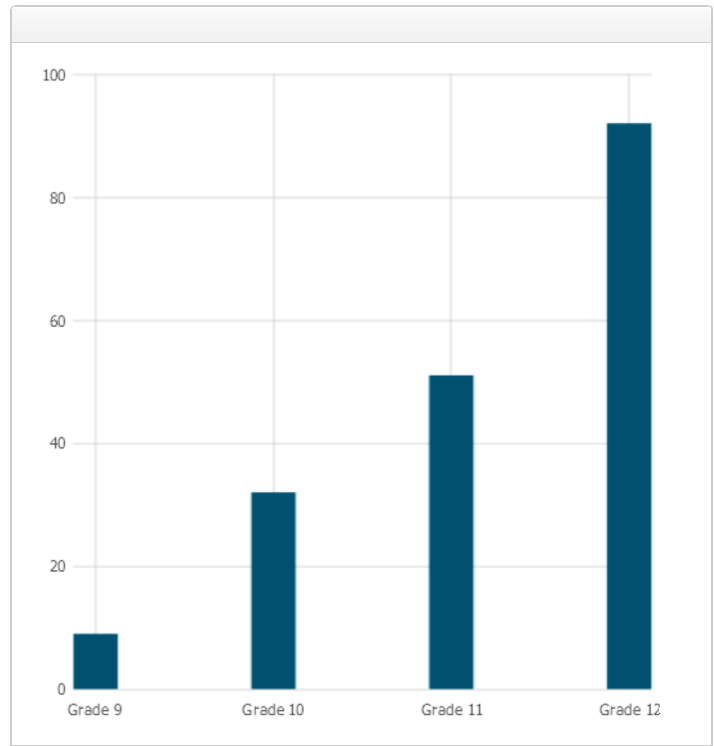
Last updated: 1/10/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.2 %
American Indian or Alaska Native	2.7 %
Asian	3.3 %
Filipino	0.5 %
Hispanic or Latino	77.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	8.2 %
Two or More Races	0.0 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.8 %
English Learners	19.0 %
Students with Disabilities	10.9 %
Foster Youth	1.1 %

Last updated: 1/10/2018

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10	10	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	
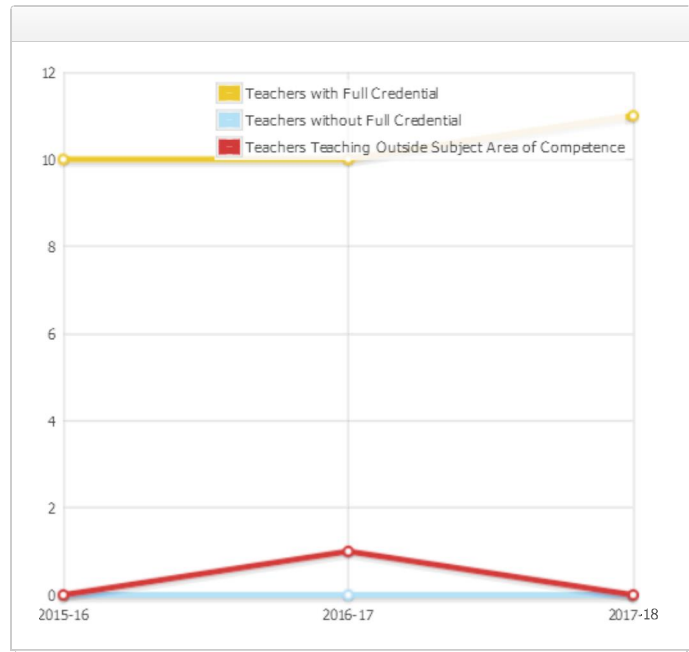
Last updated: 1/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
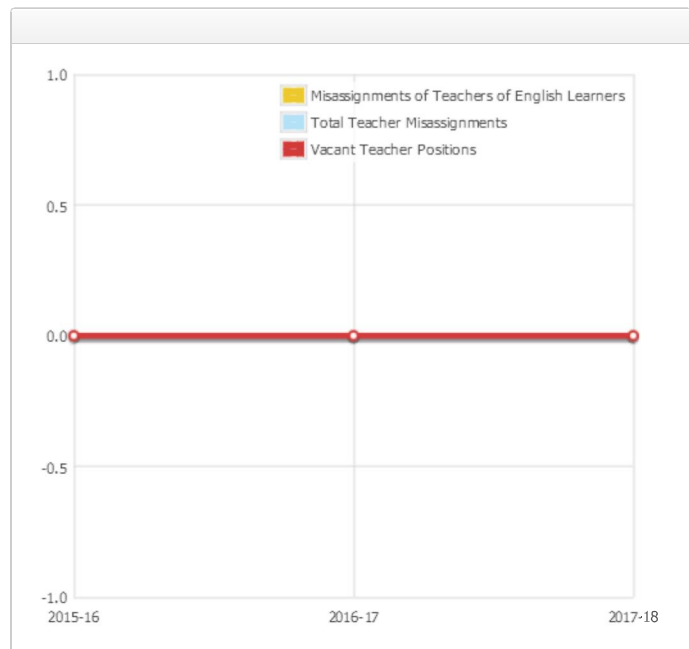
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/10/2018

Year and month of the most recent FIT report: June 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: June 2017

Overall Rating	Exemplary

Last updated: 1/10/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	18%	16%	31%	34%	48%	48%
Mathematics (grades 3-8 and 11)		2%	22%	24%	36%	37%

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: 1/10/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	44	77.19%	15.91%
Male	34	28	82.35%	
Female	23	16	69.57%	25.00%
Black or African American	--	--	—	
American Indian or Alaska Native				
Asian	--	--	—	
Filipino	--	--	—	
Hispanic or Latino	40	31	77.50%	--
Native Hawaiian or Pacific Islander				
White	--	--	—	
Two or More Races	--	--	—	
Socioeconomically Disadvantaged	54	42	77.78%	11.90%
English Learners	13	--	76.92%	--
Students with Disabilities	--	--	—	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	43	75.44%	--
Male	34	27	79.41%	--
Female	23	16	69.57%	--
Black or African American	--	--	—	
American Indian or Alaska Native				
Asian	--	--	—	
Filipino	--	--	—	
Hispanic or Latino	40	30	75.00%	--
Native Hawaiian or Pacific Islander				
White	--	--	—	
Two or More Races	--	--	—	
Socioeconomically Disadvantaged	54	41	75.93%	--
English Learners	13	--	76.92%	--
Students with Disabilities	--	--	—	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	13.0%	19.0%	36.0%	34.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/10/2018

Career Technical Education Programs (School Year 2016-17)

The School of Unlimited Learning offers several career exploration courses, all of which are considered elective courses. During the 2016/2017 school year, SOUL contracted with a local cooperative, Ideaworks, to offer hands-on training in basic woodworking, metalworking, ceramics, and robotics. In addition, SOUL has contracted with Quiqlabs, Inc. to provide computer literacy, basic coding, HTML, etc. For the past three years, SOUL has partnered with Central California Legal Services to offer a Street Law course, exposing students to careers in the legal profession. In the Career Exploration course, offered primarily to 12th graders, students complete career assessments, prepare resumes, and learn successful interviewing techniques to secure employment. The course has a writing and research component aligned with SOUL's language arts program. Lastly, SOUL provides eligible seniors paid work experience through Fresno EOC's All Youth One System. The students' work experience is linked directly to their stated career goal/interest. Measurable outcomes for all of the career courses are the successful completion of specific projects.

Last updated: 1/10/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	46
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	52.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	23.1%	23.1%	--

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: 1/10/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

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 parents directly by phone, mail, email, and/or personal home visits. For each student, an individual parent/student orientation is provided by a case manager upon enrolling in 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, as well as the emotional and social growth of their child are strongly encouraged. Parents contribute to decisions benefitting the school environment and student instruction through a variety of means: representation on the Governing Council and attendance at regularly scheduled parent meetings. The annual Parent Involvement Policy is updated each year.

# State Priority: Pupil Engagement

Last updated: 1/10/2018

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

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

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

	School			District			State		
Indicator	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	47.4%	47.1%	38.2%	14.0%	11.7%	10.7%	11.5%	10.7%	9.7%
Graduation Rate	25.0%	19.5%	34.2%	79.3%	83.8%	85.5%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
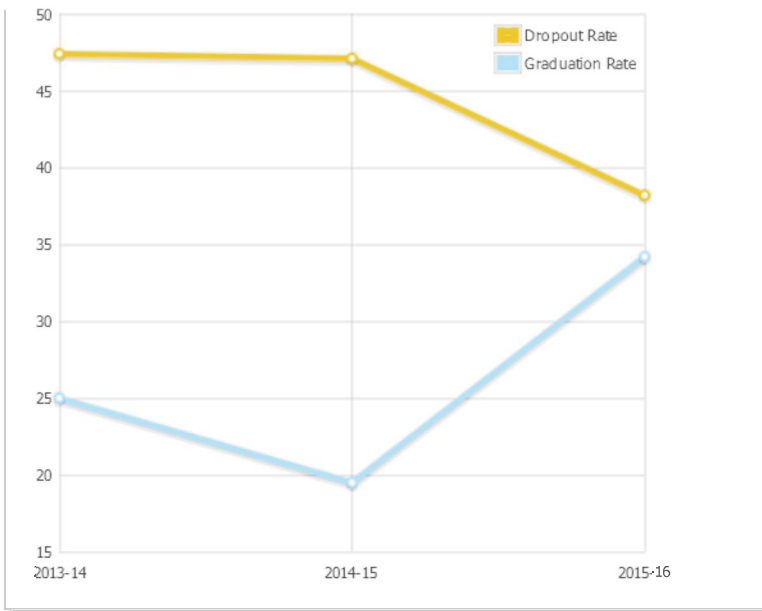
Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	45.8%	91.6%	87.1%
Black or African American	35.7%	85.2%	79.2%
American Indian or Alaska Native	0.0%	81.5%	80.2%
Asian	100.0%	99.2%	94.4%
Filipino	0.0%	90.6%	93.8%
Hispanic or Latino	45.5%	91.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	45.5%	87.7%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	46.5%	87.0%	85.5%
English Learners	42.9%	83.6%	55.4%
Students with Disabilities	30.0%	60.9%	63.9%
Foster Youth	20.0%	67.9%	68.2%

State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	14.7%	9.9%	6.1%	6.5%	6.4%	6.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%

Suspensions

Expulsions

School Safety Plan (School Year 2017-18)

Each year, SOUL develops a comprehensive Safe school and Disaster Preparedness Plan in conjunction with 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 2017/2018 Safe School Plan was approved by the SOUL Governing Council in February 2017 and reviewed with staff in August 2017. Key elements of the plan include the identification of the following:

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

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.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.0	6	1	0	12.0	6	0	0	12.0	6	0	0
Mathematics	12.0	6	0	0	11.0	6	0	0	12.0	6	0	0
Science	12.0	6	0	0	11.0	6	0	0	12.0	6	0	0
Social Science	11.0	6	2	0	14.0	3	0	0	13.0	6	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/10/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	200.0
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	0.2	N/A
Social Worker	1.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other		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: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

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

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

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

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

For the past two years, SOUL has contracted with a local counseling center to provide Success for Life Training to SOUL students. Students and staff meet weekly in a group setting and in addition, individual coaching sessions are available upon request. Through the year, students and staff learn the power of creating a life vision and explore the dynamics of the steps necessary to translate vision into action. Students and staff build partnerships with one another while students practice goal-setting by imagining their lives in the short term and begin to build the foundation for their future. The support of partnerships is invaluable for success. Learning how to work as a team helps with developing social skills and communication skills, and has proven to have a positive impact in the classroom. SOUL's greatest resource is not merely an academic program that mirrors other traditional and non-traditional high schools. Rather, SOUL provides a wide variety of avenues designed to connect students to school, whether it be through delivery of special resources and support services, or through participation in extracurricular activities. SOUL's alternative educational setting is a vehicle of opportunity, providing it's students a way out of their previous cycle of truancy and disconnectedness. SOUL delivers relevant prescriptive resources and services designed to increase school attendance, connectedness, and involvement in extracurricular activities. Services include home visits to identified truants, individualized counseling, parent engagement opportunities, and scheduled participation in extracurricular and community activities.

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

SOUL has developed an annual parent involvement plan, which encourages parents to attend scheduled meetings and activities throughout the year. Over the past five years, increased parent participation and communication with staff has correlated with increased student attendance, academic improvement, and positive student behavior and motivation. Truancy prevention efforts, pro-parent activities, academic support, and case management referrals have proven to lead to increased student attendance, an increased number of credits earned per semester, and more positive student behavior. SOUL's Truancy Prevention Officer works closely with the Principal to organize parent meetings focused on best practice parental strategies that can be used in addressing a child's lack of engagement in regards to education. Graduation roadmaps are developed for all 12th grade students. Graduation roadmaps include parent meetings, case management support, academic, personal, and career counseling, and a variety of community service referrals to insure a prescriptive course of action for each individual is prepared.

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

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

Charter School Athletic League

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

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Professional Development

SOUL teachers are credentialed by the State of California and regularly access professional development training in the pursuit of excellence in the classroom. Consistent with
its charter goals and identified WASC Action Plan, the School of Unlimited Learning creates an annual professional development plan each school year. The Plan is designed to help teachers increase student learning and the number of SOUL graduates. All proposed professional development activities is supported through eligible Federal Title I and Title II funds. SOUL'sprofessional development plan specifically addresses one or more of the four the charter goals:

- Increase math and English literacy skills.

- Increase student mean scaled scores on the California Smarter Balanced Tests.

- Increase SOUL's graduation rate to meet or exceed California's minimum graduation rate

- Increase school connectedness

- Increase efforts to identify, monitor, and support students who are at high risk ofdropping out of school in both the classroom-based and independent study programs, and refer to appropriate intervention resources as needed.

 Teachers receive ongoing training in Common Core curricular and instructional best practices, as well as English Language Development differentiated instruction by professional educational consultants. English Language Development training incorporates strategies toensure that all students understand grade level content. The focus of the training is the use of differentiated instruction for the varying ELD Levels.

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