

School of Unlimited Learning

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 at <https://dq.cde.ca.gov/dataquest/> 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.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Bob Nelson Ed.D.
Email Address	bob.nelson@fresnounified.org
Website	http://www.fresnounified.org

School Contact Information (School Year 2019—20)	
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
Email Address	mark.wilson@fresnoeoc.org
Website	http://www.fresneoc.org/soul
County-District-School (CDS) Code	10621661030642

Last updated: 1/22/2020

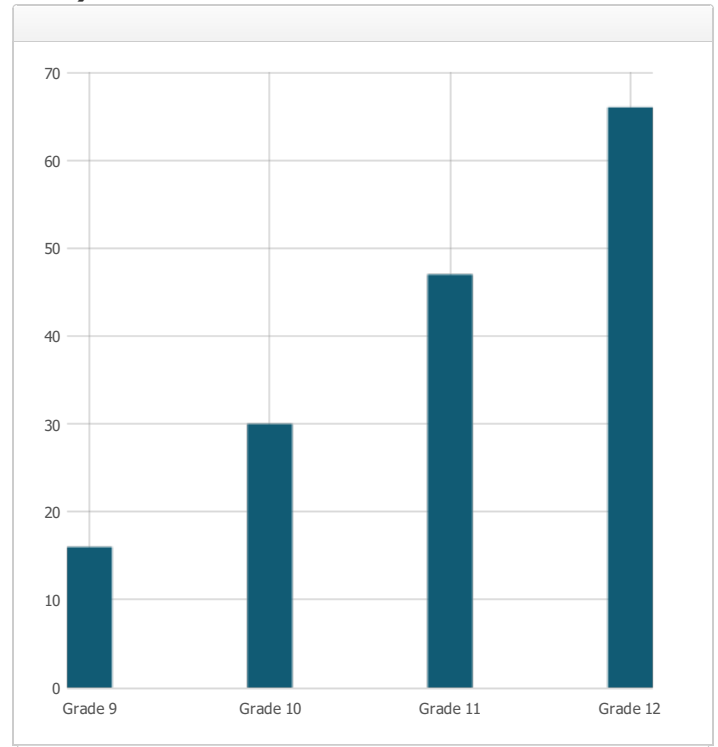
School Description and Mission Statement (School Year 2019—20)

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 (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 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. SOUL's teaching staff consists of 11 full-time, fully-credentialed teachers with approximately 80 students enrolled in the classroom-based program and 140 enrolled in the independent study program. Students who enroll in the independent study program typically have scheduling conflicts with 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: 1/22/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	16
Grade 10	30
Grade 11	47
Grade 12	66
Total Enrollment	159



Last updated: 1/22/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	6.30 %
American Indian or Alaska Native	1.30 %
Asian	2.50 %
Filipino	0.60 %
Hispanic or Latino	78.00 %
Native Hawaiian or Pacific Islander	%
White	10.70 %
Two or More Races	0.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.30 %
English Learners	11.30 %
Students with Disabilities	10.70 %
Foster Youth	1.30 %
Homeless	8.80 %

A. Conditions of Learning

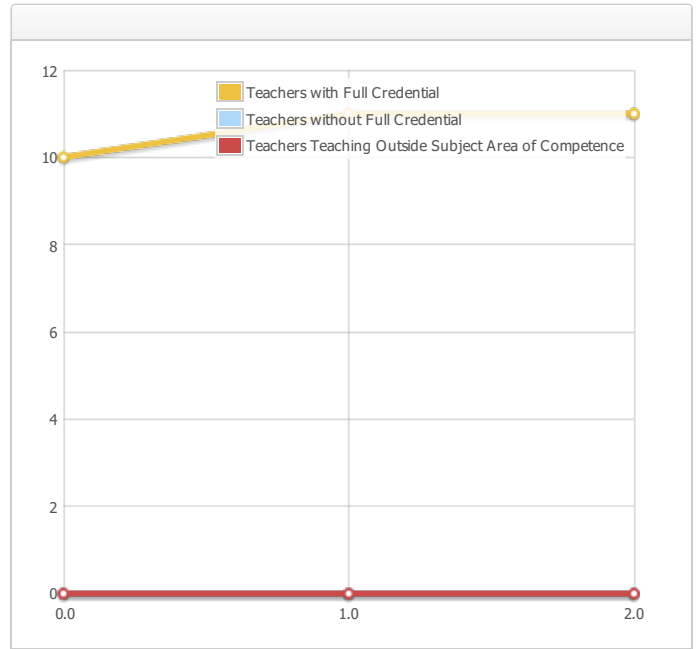
State Priority: Basic

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	10	11	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/22/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/22/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2019

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

Year and month of the most recent FIT report: June 2019

Overall Rating	Good
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Last updated: 1/22/2020

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	19.0%	37.0%	38.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	27.0%	30.0%	38.0%	39.0%

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.

Note: ELA and 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.

Last updated: 1/22/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	47	88.68%	11.32%	19.15%
Male	23	19	82.61%	17.39%	21.05%
Female	30	28	93.33%	6.67%	17.86%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	37	33	89.19%	10.81%	18.18%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	48	42	87.50%	12.50%	21.43%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/22/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	47	88.68%	11.32%	0.00%
Male	23	19	82.61%	17.39%	0.00%
Female	30	28	93.33%	6.67%	0.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	37	33	89.19%	10.81%	0.00%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	48	42	87.50%	12.50%	0.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/22/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

The School of Unlimited Learning offers a variety of Career exploration courses, all of which are considered elective courses, designed to provide students career exploration opportunities. For the past four years, SOUL has contracted with Ideaworks, a local cooperative, to provide hands-on training in woodworking, ceramics, robotics, 3D printing, and laser cutting. In addition, SOUL contracts with Quiqlabs, Inc. to provide computer literacy, HTML/website development, and basic coding. SOUL also maintains a close ongoing partnership with Central California Legal Services to offer a Street Law course which exposes students to careers in the legal profession. Through Fresno EOC, SOUL offers a Youth Mentor program/internship, which prepares students for post-secondary certification in Early Childhood Education. In SOUL's Career Exploration course, offered primarily to 12th graders, students complete career assessments, prepare resumes, and learn interviewing techniques to secure employment. SOUL provides eligible seniors paid work experience opportunities through Fresno EOC's Employment and Training Program. The paid work experience is aligned to the students' career goals. During the 2018/2019 school year, SOUL initiated a Culinary Arts program, which includes food handler certification. Measurable outcomes for all of the career courses are the successful completion of specific projects.

Last updated: 1/22/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	45
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	15.00%

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	25.00%	17.90%	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/22/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

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: 1/22/2020

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

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

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	6.10%	5.60%	5.80%	6.90%	7.10%	7.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.20%	0.20%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/22/2020

School Safety Plan (School Year 2019—20)

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 2019/2020 Safe School Plan was approved by the SOUL Governing Council in February 2019 and reviewed with staff in August 2019. 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

Last updated: 1/22/2020

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) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	24		
Mathematics	7.00	16		
Science	13.00	10	1	
Social Science	12.00	14	1	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	27		
Mathematics	9.00	16		
Science	8.00	12		
Social Science	9.00	17		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	23		
Mathematics	8.00	17		
Science	9.00	12		
Social Science	10.00	15		

* 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: 1/22/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	79.5

*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.

**Average Number of Pupils per Counselor

Last updated: 1/22/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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: 1/22/2020

Types of Services Funded (Fiscal Year 2018—19)

School data has revealed a strong correlation between student connectedness and positive attendance and behavior. Notwithstanding recent gains in student participation in extracurricular activities and community service projects, SOUL continues to struggle with lower than average ADA to enrollment, as well as a higher than average number of student suspensions. SOUL will collect, analyze, and evaluate student discipline and attendance data on an annual basis and make recommendations for program changes to improve attendance and decrease suspensions. The majority of SOUL students are considered high-risk of dropping out of school due to past history of truancy and poor academic achievement. In order to help students become successful academic learners, it is essential to help them remove non-academic barriers, such as depression, gang affiliation, substance abuse, domestic violence issues, and other family dysfunctions. SOUL provides greater flexibility in scheduling of classes to increase student attendance and academic performance through blended learning model to more highly engage students in learning and, as a result, decrease student misbehavior. In the 2018/2019 school year SOUL continued to seek ways to expand course offerings to increase student interest and learning. SOUL continued to offer an afternoon block scheduling format for the 2018/2019 school year to encourage a higher level of engagement for all classroom-based students. The 2018/2019 block schedule included specific skills labs designated for independent study students (primarily English learners) or who are skill deficient in math and reading. The block scheduling format allowed more students to participate in career oriented activities. SOUL assigns Case Managers to all students, grades 9- 12 to provide resources that assist students in removing barriers) to attendance and academic success.

To address transportation barriers, SOUL provides bus tokens to each student, which will reduce non-attendance. To increase student engagement and career preparedness, among SOUL students, SOUL will expand its CTE course offerings during the 2019/2020 school year. SOUL provides student incentives to promote attendance and student achievements. Students are recognized throughout the year for their academic achievements, attendance participation and community service. SOUL provides weekly Success for Life training to its students, focusing on mindfulness, emotional intelligence, and taking responsibility for one's actions.

SOUL utilizes the resources of its parent agency, Fresno Economic Opportunities Commission, to provide SOUL students and their families free access to many EOC programmatic resources, including Early Head Start, Head Start, W IC, Health Services, Low Income Housing Energy assistance Program (LIHEAP), Sanctuary Youth Shelter, Transitional Living Centers, Employment and Training, Local Conservation Corps, and the Valley Apprenticeship Academy.

Last updated: 1/22/2020

Professional Development

Professional Development Days include five full days and 15 partial days per year

Professional Development Days include five full days and 15 partial days per year

Measure	2017—18	2018—19	2019—20

Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20
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Last updated: 1/22/2020