



[SARC Home](#) » School of Unlimited Learning

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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/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 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local

measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
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 2020–2021)	
School Name	School of Unlimited Learning
Street	2336 Calaveras St.
City, State, Zip	Fresno, Ca, 93721-1104
Phone Number	559-
Principal	Mark A. Wilson, Principal
Email Address	mark.wilson@fresnoeoc.org
Website	http://www.fresnoeoc.org/soul
County-District-School (CDS) Code	10621661030642

Last updated: 1/19/2021

School Description and Mission Statement (School Year 2020–2021)

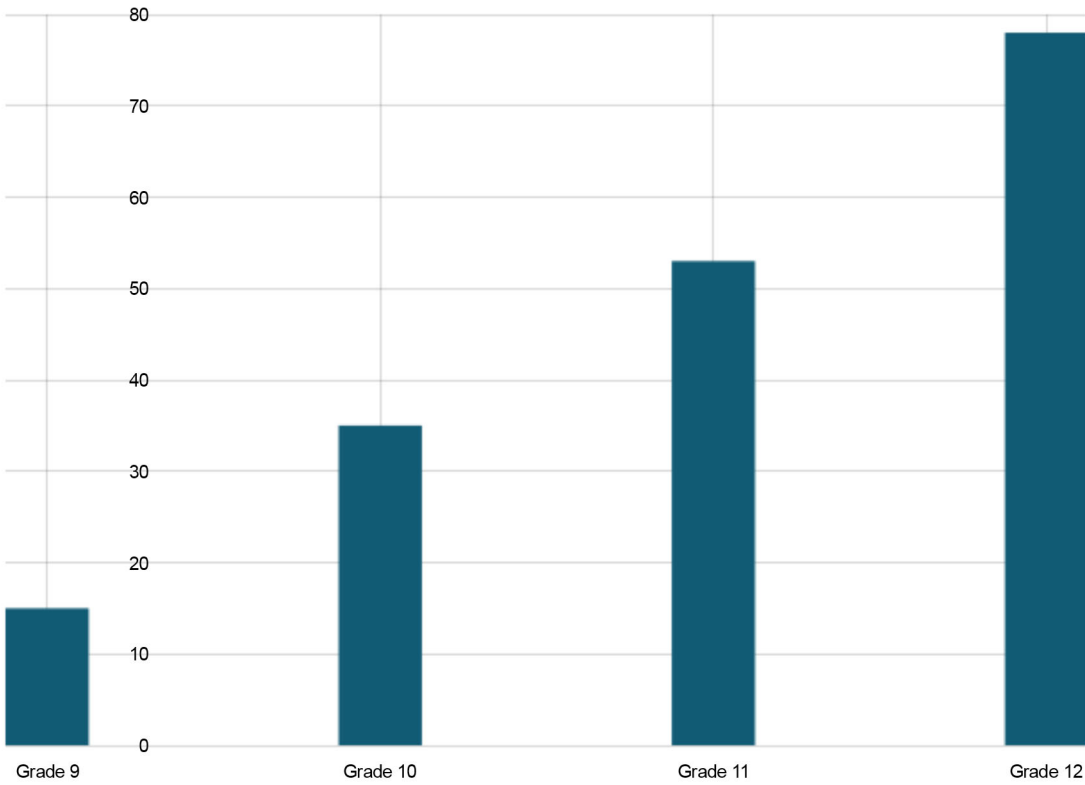
The mission of the School of Unlimited Learning Charter High School is to provide comprehensive learning experiences in a manner and in an environment that enables students to obtain skills, knowledge, and motivation to be self-directed, life-long learners as they mature toward self-sufficiency. The 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: 1/19/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	15	35	53	78	181



Last updated: 1/19/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino
Percent of Total Enrollment	7.70 %	0.60 %	1.70 %	0.60 %	80.10 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	89.00 %	7.20 %	11.00 %	1.70 %	1.70 %

State Priority: Basic

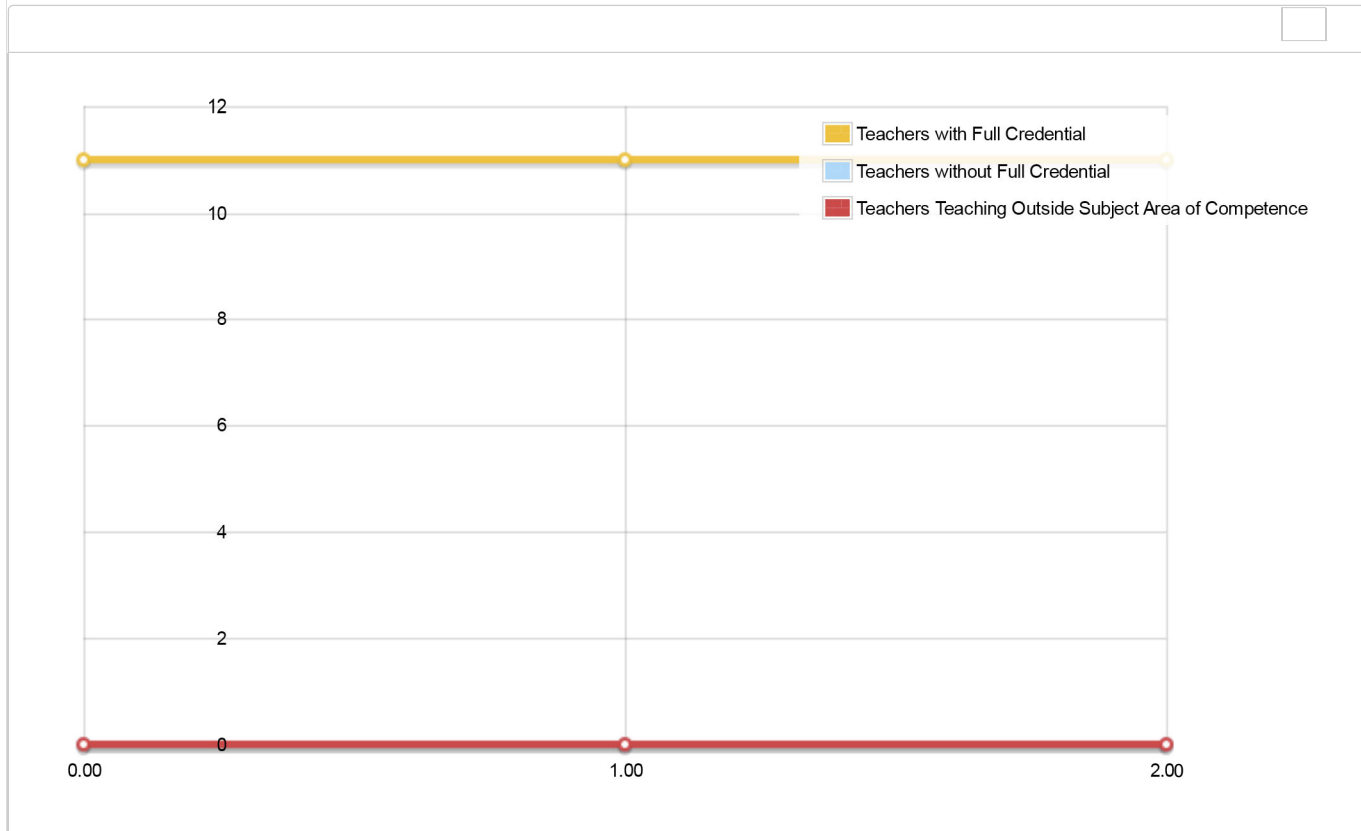
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	11	11	11	
Without Full Credential	0	0	0	

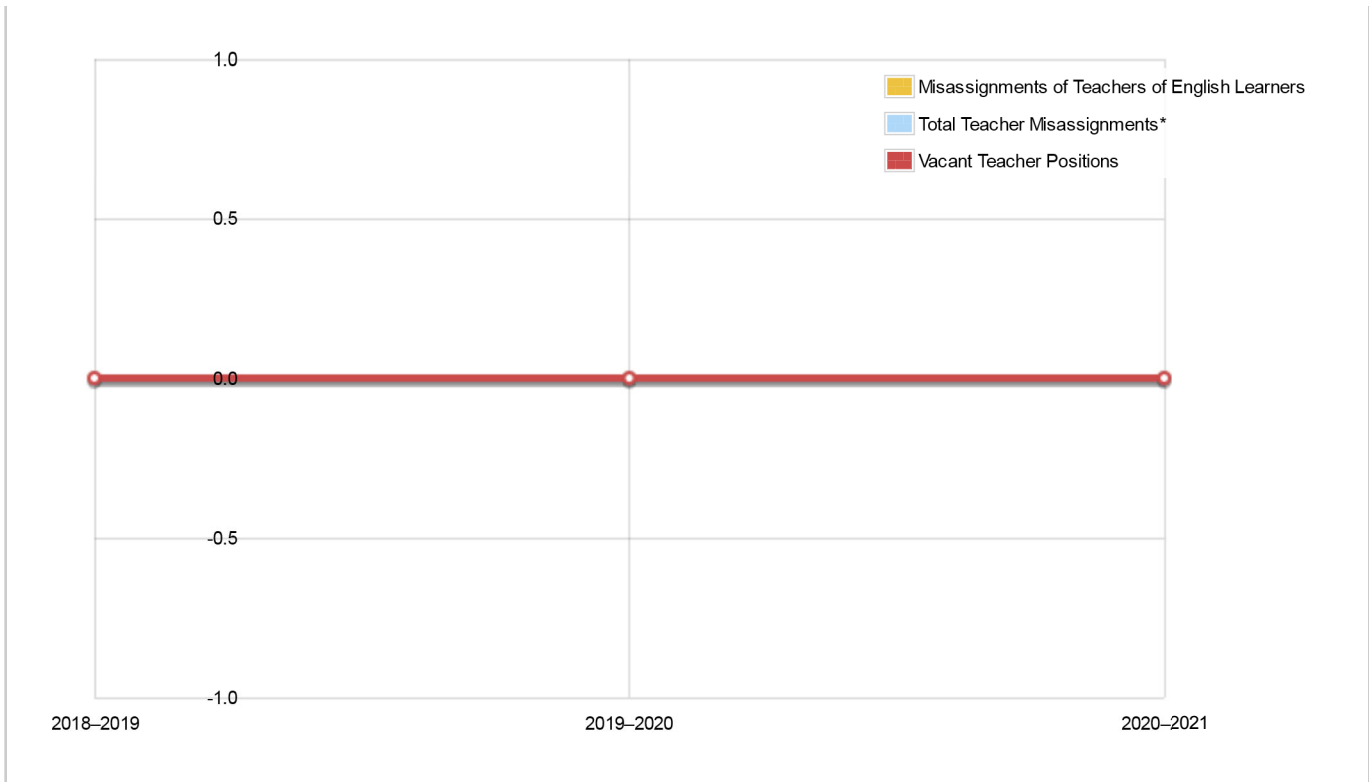
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/19/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/19/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

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: August 2020

Overall Rating	Good
----------------	------

Last updated: 1/19/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	19.0%	N/A	38.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	0.0%	N/A	30.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/19/2021

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/19/2021

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/19/2021

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	5	N/A	16	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/19/2021

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/19/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

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 five 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. During the 2019/2020 school year, SOUL contracted with the Building Trades to offer an Introduction to Apprenticeship in Building Trades. The course utilized the Multicraft Core Curriculum (MC3), delivered by a Building Trades professional to provide students an introduction to apprenticeship programs in the building trades. The course included multiple field trips to building sites and apprenticeship training facilities. 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. Unfortunately, due to the school site closure as a result of the COVID-19 pandemic, all career exploration courses were curtailed, and will resume during the 2021/2022 school year.

Last updated: 1/19/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.00%

Last updated: 1/19/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	99.44%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/19/2021

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 2019–2020)

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	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/19/2021

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 2020–2021)

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, including representation on the Governing Council and attendance at regularly scheduled parent meetings. The annual Parent Involvement Policy is updated each year.

With the school site closure on March 16, 2021, SOUL immediately implemented a parent communication network. Engaging in outreach through phone calls, surveys, and virtual meetings with stakeholders provided staff valuable input to guide our school’s planning and development for the 2020/2021 school year and resulted in a high success rate of students who were required to complete the 2019/2020 school year in a remote learning environment. All parents were contacted by SOUL staff on a weekly basis to monitor student progress, provide support for student learning, and determine needed resources for online learning. As a

result of tremendous parent input, SOUL was able to determine the need for additional investment of online curriculum, devices and wireless hotspots to ensure that all students had full access to remote instruction. Parent training was provided though online meetings.

Last updated: 1/19/2021

State Priority: Pupil Engagement

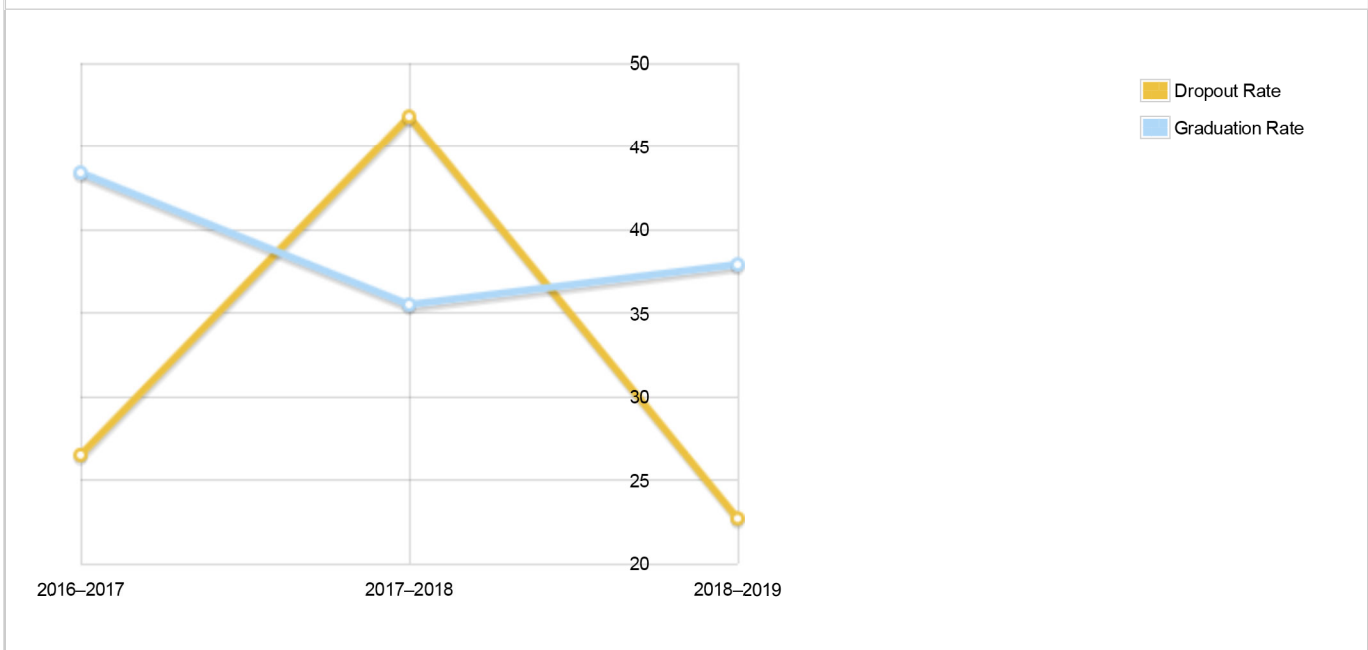
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	26.50%	46.80%	22.70%	11.10%	9.10%	10.30%	9.10%	9.60%	9.00%
Graduation Rate	43.40%	35.50%	37.90%	82.00%	84.30%	84.20%	82.70%	83.00%	84.50%

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



Last updated: 1/19/2021

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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	5.60%	0.00%
School 2018–2019	5.80%	0.00%
District 2017–2018	7.10%	0.20%
District 2018–2019	7.10%	0.20%
District 2017–2018	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	4.10%	0.00%
District 2019–2020	--	--
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/19/2021

School Safety Plan (School Year 2020–2021)

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 2020/2021 Safe School Plan was approved by the SOUL Governing Council in February 2020. It included 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

Due to COVID 19, the school safety plan was adapted to include all pandemic-related safety protocols outlined in the school's Reintegration Plan, which include the following:

- All staff and students will continue to be required to wear masks and maintain a safe distance while on campus and in classes. All staff are required to complete the online COVID screening at the beginning and end of each work day. Students have their temperatures taken prior to entering the building. Hand sanitizing dispensers are installed and available throughout the building. All student and staff interactions are carried out at least six feet apart, with masks and behind Plexiglas shields.
- Plexiglas shields are installed in the front reception area, all offices, classrooms, conference rooms, and in the teacher work room. Teachers do not share work space. Additional desks or work stations have been installed to ensure that all teachers have their individual workspace. Students are assigned their own desks, textbooks, and laptops to avoid cross contamination.
- The entire facility is sanitized at the end of each day. All students have been issued their own laptops and routers for home use. Student laptops are sanitized if and when they are returned. Staff sanitize student desks at the end of each in-person meeting.
- Designated staff is assigned to oversee daily temperature scanning. In most cases, the teacher meets the student at the main entrance to conduct the temperature scanning.

Last updated: 1/19/2021

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 2017–2018)

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

* 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.

**Number of Classes *
33+**

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject
Average Class Size
Number of Classes * 1-22

Number of Classes * 23-32	English	Mathematics	Science	Social Science
	7.00	8.00	9.00	10.00
Number of Classes * 33+	23	17	12	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	9.00	10.00	12.00	11.00
Number of Classes * 1-22	24	16	9	13
			1	1
Number of Classes * 23-32	0	0	0	0

**Number of Classes *
33+**

* 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: 1/19/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	90.5

*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.

Last updated: 1/19/2021

Student Support Services Staff (School Year 2019–2020)

	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	

Number of FTE* Assigned to School
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: 1/19/2021

Types of Services Funded (Fiscal Year 2019–2020)

School data have 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 2019/2020 school year to encourage a higher level of engagement for all classroom-based students. The 2019/2020 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.

The COVID-19 pandemic has drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access, not just education, but all basic services as well. The pandemic has impacted SOUL families through widespread unemployment and increased existing challenges such as food insecurity and access to technology/connectivity. Families and

students have also been adversely affected by the physical separation from supports and services that are typically provided in-person at SOUL, such as personal and emotional health counseling, case management services, immediate referrals to services provided by Fresno EOC programs and community resources. Increased cases of depression have also been experienced by SOUL students due to the physical and social separation from the classroom and school community. Whereas 70% of SOUL students learn through independent study, daily contact with SOUL classroom-based students has been disrupted. In March 2020, SOUL staff incorporated Ring Central to hold individual and small group online meetings with their students. Each SOUL staff member was provided an account, including support staff whose primary job was to work with teachers, students, and parents to ensure that parents were receiving the communication and support they needed in these uncertain times. All students were issued a laptop and wireless hotspot (if needed) so ensure connectivity. Meetings were followed up by weekly phones from teachers and support staff to both students and parents. Students were assigned work to do at home under the supervision of their teachers. Every two weeks under the strictest protocols, the students dropped off work and received additional; work. SOUL's immediate response to the pandemic during the last three months of the 2019/2020 school year resulted in the largest graduating class in SOUL's 22-year history. SOUL will continue to align instructional decision-making to the directives of public health experts at the local, county, and state levels.

Last updated: 1/19/2021

Professional Development

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

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814