



**FRESNO ECONOMIC OPPORTUNITIES COMMISSION
SOUL GOVERNING COUNCIL MEETING
SOUL- Ring Central**
<https://meetings.ringcentral.com/j/1487645148>
Phone (346) 980-4201
TUESDAY February 9, 2021
10:00AM – 11:30 AM

Agenda

	<u>Presenter</u>	<u>Motion</u>	<u>Page</u>
I. CALL MEETING TO ORDER	<i>Jeanne Starks</i>		
II. ROLL CALL	<i>Dr. Terry Allen</i>		
III. APPROVAL OF MINUTES November 10, 2020	<i>Jeanne Starks</i>	<i>Approve</i>	2
IV. 2021-2022 SAFE SCHOOL PLAN	<i>Dr. Mark Wilson</i>	<i>Approve</i>	4
V. 2020-2021 CSI GRANT FUNDING	<i>Dr. Mark Wilson</i>	<i>Ratify</i>	31
VI. 2020-2021 SCHOOL ACCOUNTABILITY REPORT CARD	<i>Dr. Mark Wilson</i>	<i>Ratify</i>	41
VII. SOUL UPDATES a. LCAP Planning Process 2021-2022	<i>Dr. Mark Wilson</i>	<i>Information</i>	61
VIII. OTHER BUSINESS The next meeting is scheduled on March 9, 2021			
IX. PUBLIC COMMENT (This portion of the meeting is reserved for persons wishing to address the Council on items within jurisdiction but not on the agenda. Comments are limited to three minutes.)			
X. ADJOURNMENT			

FRESNO EOC SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

On-Line through Ring Central
Tuesday, November 10, 2020

MINUTES

I. Meeting called to order by Jeanne Starks at 10:04 a.m.

II. Roll call facilitated by Terry Allen

Voting Members	Pres	Exc	Abse	Non-Voting Members	Pres	Exc	Abse	Staff	Pres	Exc	Abse	Guests
Michael Allen, Community Rep			X					Michelle Tutunjian		X		Andrea Madriguel, FSU Intern Sandy Lomelino, SOUL Lead Independent Study Teacher Patricia Billeadeau, Case Manager
Terry Allen, Ed.D., Retired Teacher Rep	X							Emilia Reyes		X		
Zina Brown-Jenkins, EOC Commissioner	X											
Jeff Davis, Director Employ & Training			X									
Felipe De Jesus Perez			X									
Corinne Florez, Community Rep			X									
Misty Franklin, EOC Commissioner			X									
Lupe Jaime-Mileham	X											
Larry Metzler, Cultural Arts Rotary Interact Club	X											
Mike Petrovich Ph.D, Retired Mental Health Rep	X											
Chuck Riojas, Community Member	X											
Jimi Rodgers, EOC Commissioner	X											
Jeanne Starks, Chair , Retired Law Enf Juv Prob	X											
Benita Washington, FSU Social Worker Rep			X									
Parent Rep Maria Amaro Morales	X											
Alt Parent Rep:												
Student Rep's (2) Rebecca Luna, Manuela Torres	X		X									
Alternative Student Rep., Ezequel Ayala,												
Rena Failla, Staff Rep	X											
Courtney Griffin, Staff Rep	X											
Sam Hairston, Career	X											
Joseph Turner, Teacher Rep	X											
Mark A Wilson, Principal	X											

III. Approval of Minutes

The October 13, 2020 minutes were approved as read. M/S/C Petrovich/Metzler

IV. 2020-2021 Instructional Day Requirement

For the 2020-2021 school year in accordance with the State Department of Education the School of Unlimited Learning local governing board must establish a day to count as a day of instruction towards meeting the annual instructional day requirement. During 2020-2021 the School of Unlimited Learning students receive instruction through synchronous and asynchronous distant learning with Edgenuity and traditional Independent Study. Students scheduled to meet through distance learning receive 240 minutes of instructional time and assignments made by a certificated employee which meets the California Department of Education annual instructional day requirements. All SOUL students are offered 180 days of instruction. Students receiving instruction through independent study continue to be in compliance with the State Department of Education nonclassroom-based requirements that SOUL operated under during FY 2019-2020. A motion was made to approve the 2020-2021 Instructional Day Requirement. M/S/C Allen/Rodgers

V. 2020-2021 Budget Overview for Parents

The Local Control Funding Formula (LCFF) Budget Overview for Parents is a California Legislative requirement. The Local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020. Charter schools must submit their Budget Overview for Parents along with their First Interim report to its chartering authority and the county superintendent of schools, as required. A motion was made to approve the 2020-2021 Budget Overview for Parents. M/S/C Brown-Jenkins/Griffin

VI. 2020-2021 Professional Development Plan

Consistent with its charter goals and identified WASC Action Plan, SOUL creates an annual professional development plan each year. All proposed professional development activities are supported through eligible Federal Title I and Title II funds. This year the focus for professional development is on providing tools to help engage students in learning, to support their social and emotional well-being and increase their motivation. Close to 90% of SOUL student body is on campus one day a week to meet face to face with teachers and support staff. Michael Allen is training and working with staff, students and parents, this training will provide tools to address behaviors and facilitate positive communications. A motion was made to approve the 2020-2021 Professional Development Plan. M/S/C Metzler/Allen

VII. SOUL Update

SOUL's demographic information for the school enrollment and updates as reflected on the Principal's report were reviewed by the council. Additional items discussed:

- Dr. Wilson introduced Rebecca Luna and Manuela Torres to the Governing Council as co Interact Presidents. A motion was made for Rebecca and Manuela to be student representative on the Governing Council. M/S/C Rodgers/Jaime-Mileham
- Rena Failla reported that the WASC Visiting Team has stated that SOUL will continue for the next three years. They will be providing their written report within the next few days.
- Patricia reported that over a 1,000 items were donated from Amazon. The Culinary classroom has been repurposed and set up as a Christmas store for students to shop for personal items or gifts for their family.
- In conjunction with the Cultural Arts Rotary of Fresno, SOUL Interact Club students are making Christmas wreaths to deliver to the Fresno Rehabilitation Center to give to the residents.
- Dr. Wilson and Jimi Rodgers thanked SOUL teachers and support staff for the great job they are doing to support the students through this very difficult time of distance learning.

VIII. Other Business

The next Governing Council meeting will be held on Tuesday, December 8, 2020 from 10:00am-11:30am.

IX. Public Comment

None at this time

X. Adjournment of Meeting

A motion was made to adjourn the Governing Council meeting at 11:24 am. M/C/S Brown-Jenkins/Allen

Submitted by Terry Allen ED.,D.



SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: February 9, 2021	Program: School of Unlimited Learning
Agenda Item #: IV	Director: Mark A. Wilson. Ed.D.
Item: 2021/2022 SOUL Safe School Plan	Officer: Michelle Tutunjian
Committee: SOUL Governing Council	Chief Executive Officer: Emilia Reyes

RECOMMENDED ACTION:

Staff requests Governing Council approval of the proposed SOUL 2020/2021 Safe School Plan.

BACKGROUND:

By March 1 of each school year, charter schools are required by their chartering agency to submit a safe school plan for the following school year. Attached is the 2020/2021 SOUL Safe School Plan. SOUL's Safe School Plan is developed each year using the Fresno Unified School District template for all schools within Fresno Unified School District.

FISCAL IMPACT

None, however, the annual development and approval of a Safe School Plan for every school site is a requirement of the California Department of Education.

CONCLUSION

The 2021/2022 Safe School Plan must be approved and submitted to Fresno Unified School District prior to March 1, 2021.



Preparing Career Ready Graduates

**Fresno Unified School
Comprehensive Safe School Plan
(Education Code Section 32280-32288)
At School of Unlimited Learning
CDS Code
10-62166-1030642
From: 2021 TO 2022**

FUSD Core Belief: A safe learning and working environment is crucial to student learning.

Contact Person: Mark A. Wilson, Ed.D.

Position: Principal/Chief Academic Officer

Telephone Number: 559-500-1352

E-Mail address: mark.wilson@fresnoeoc.org

Fresno Unified School District

Comprehensive Safe School Plan

Board of Education

Valerie Davis, Board President

Keisha Thomas, Clerk

Claudia Cazares

Genoveva Islas

Carol Mills, J.D.

Elizabeth Jonasson Rosas

Major Terry Slatik USMC (Retired)

Superintendent of Schools

Robert G. Nelson, Ed. D

Chief Operations Officer

Karin Temple

Executive Director, Risk Management

Andrew De La Torre

District Manager II, Emergency Planning/Crisis Response

Armand Chavez

March 2021

Purpose and Scope

The Fresno Unified School District (FUSD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The ERP along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a FUSD School facility.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact Vanessa Ramirez, FUSD Public Information Officer, in the Communications Office as quickly as possible. Vanessa will respond immediately and alert the appropriate members of the District Safety Team. Contact number for Vanessa is 559-443-9644.

Safe School Leadership Team (SSLT)

Each FUSD facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption. The team consist of the Principal and/or designee, office manager, school nurse, SRO / Probation Officer (if applicable), certificated and classified employee. Each person has an alternate should they not be on campus.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional and State.**

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the District are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS is intended to:

- ☐ Facilitate the flow of information within and between levels of the system,
- ☐ Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California and to the needs of all emergency responders.

Essential Management Functions: SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration**. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, always assign an alternate for each role to assure coverage. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outline above in this document will also assist the Incident Commander if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

- 1) Child Abuse – See Board Policy 5141.4
- 2) Disciplinary Steps (Ed. Code 48975©, Ed. Code 35291, Ed. Code 35291.5) – See Board Policy 5131, 5131.4, 5137, 5142, 5144, 5144.1
- 3) Teacher Notification of Dangerous Pupils – See Board Policy 4158, 4258, 4358
- 4) Discrimination / Sexual Harassment – See Board Policy 4119.11, 4219.11, 4319.11, 5145.7
- 5) Dress Code – See Board Policy 5131, 5132, 5136
- 6) Hate Crime Reporting – See Board Policy 5131, 5145.9

Directions

1. Establish:
 - ✓ Safe School Leadership Team
 - ✓ Safety Walk
 - ✓ Threat Assessment Team/Student Wellness Team
 - ✓ First Aid Responders
 - ✓ Pandemic Influenza Management Plan with reunification team and on campus location established for student/parent reunification.
2. Complete School Safety Walk
3. Stage 1 Site Evacuation maps are developed by Maintenance. If you need to adjust your evacuation map, please notify Gregory Cortez at Gregory.Cortez@fresnounified.org
4. Stage 2 Off campus evacuation (map of site and plan).
5. Establish:
 - ✓ 2021-2022 Fire Drill Schedule – Once per month at the elementary and middle school level and three times per year at the high school. (before/after school, lunch, instructional time)
 - ✓ 2021-2022 Lockdown drill – Four times per school year, One per quarter. – (before school, after school, lunch time and instructional time).
 - ✓ 2021-2022 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle school level and two times at the high school)
 - ✓ 2021-2022 Reunification Drill – Two times during the school year
 - ✓ School Phone Tree
 - ✓ Visibility of staff deployment plan
6. Update the templates of the plan to reflect current areas of responsibility at your site.

7. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved in its development. (SSC meeting for approval must be prior to March 1.) Please calendar a meeting in January or February to discuss and approve plan.
8. Submit electronically your Comprehensive Safe School Plan to Carla.Sewell@fresnounified.org, Secretary of Safety Office and Armand Chavez, Armand.Chavez@fresnounified.org. Completed plans must be submitted no later than March 1 of the school year.

Safe School Leadership Team

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both incident commander and Operations officers etc.

In the event of an emergency, the Safe School Leadership Team should report to a designated location to oversee and provide directions during the emergency. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the instructional Superintendent. Safe School Leadership Team is listed below.

Safe School Leadership Team

		Name	Phone
Incident Command	Principal	Mark A. Wilson, Ed.D	559-500-0914
	1. Alternate	Courtney Griffin	559-500-0954
	2. Alternate	Rena Failla	559-500-0961
Planning/Intelligence	Office Manager	Marilyn Wheeler	559-500-0947
	1. Alternate	Susan Hernandez	559-777-7966
Operations	2. Alternate	Patricia Billeadeau	559-777-7956
	Principal	Mark A. Wilson, Ed.D.	559-500-0914
	1. Alternate	Courtney Griffin	559-500-0954
Logistics	2. Alternate	Rena Failla	559-500-0961
	Plant Coordinator	Mark A. Wilson, Ed.D.	559-500-0914
	1. Alternate	Marilyn Wheeler	559-500-0947
Administration/Finance	2. Alternate	Rena Failla	559-500-0961
	Finance Officer	Rebecca Heinrich	559-263-1300
	1. Alternate	Jim Rodriguez-CFO	559-263-1300
Other	2. Alternate	Mark A. Wilson, Ed.D	559-500-0914
	Lead Teacher	Joseph Turner	559-500-0981
	Lead Teacher	Sandra Lomelino	559-500-0980

SCHOOL SAFETY WALK

After establishing your Safe School Leadership Team, the “Safety Walk” of your site must be done to assess safety conditions, emergency access, evacuation routes, PA system etc... This information is vital in the development of your Safety Plan. The “Safety Walk” should be done twice a year. Once at the start of the school year and once during the second semester.

<i>Exterior of School Building</i>	<i>Checked & in order</i>	<i>Needs Attention</i>	<i>J-Order in process</i>
Gates - lockable	X		
Fences - stable and no broken areas	X		
Appropriate school zone signs in position	X		
Free of graffiti	X		
External utilities secured and locked	X		
Roof hatches secured and locked	X		
Shrubs trimmed	X		
Doors and windows in working order and lockable from inside	X		
Outdoor lighting illuminate all areas of use during night hours	X		
Exterior security cameras have clear view, no blocking from landscape, trees, etc.	X		
Exterior security cameras in good working order where applicable	X		
PA system in good working order and has the ability to be used outdoors (i.e. field area)	X		
Playground equipment safe and fall-protection material placed on the ground below equipment	NA		
Athletic facilities & external building are secured & illuminated at night	NA		
Dumpsters and garbage cans are secured	X		
Parking lots are well-lit	X		
No parking zone within 5ft. of the building	X		
Sidewalks free from cracks and tripping hazards	X		
Fields are free from potholes	NA		
Bike racks secured and placed in a locked cage	NA		

Gym bleachers are safe and in working condition		NA		
Interior of School				
Doors and windows are in working order and lockable from inside	X			
Exit lights in working order	X			
Universal evacuation signage is posted in every room near the door and in hallways	X			
The Central Monitoring Station's number is posted in every room	X			
Computer/server rooms secured and appropriately ventilated	X			
Hallways are free from obstructions (furniture, music instruments, large art displays etc.)	X			
Visitor pass protocol is in effect	X			
Staff wear ID badges	X			
Student are issued ID badges (grades 7-12)	NA			
Classroom				
Classroom emergency guide is posted	X			
Emergency folder is easily accessible	X			
Evacuation map is posted	X			
Classroom phone has the emergency phone # sticker	X			
Doors and windows are lockable from the inside	X			
Peepholes are installed	NA			
Equipment Needs				
Radios	X			
Crossing guard signs	X			
Cones for parking	X			
Caution signs	X			
First aid kits	X			
Other				

Stage One (On Campus) / Stage Two (Off Campus) Evacuation Plans

Each site must have an evacuation plan that consists of two stages:

Stage One Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus.

Stage Two Relocation: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with Transportation Department, Police and Fire Department. (Examples: gas leak, fallen aircraft.)

Stage One Evacuation Plans shall be based on the current "Key Plan" maps obtained from the Department of Maintenance and Operations SharePoint page, under Site Key Plans. Stage Two Evacuation Plans shall be created by the Safe School Leadership and can be created on Google Earth. Include a map of the Stage One and Stage Two Evacuation Routes.

Evacuation Plan Checklist:

- ☐ Detailed campus diagrams that show:
 - ☐ Evacuation routes
 - ☐ Designated areas for each teacher and class
 - ☐ Areas of supervision
 - ☐ Transportation points (for both busses and autos)
 - ☐ Student Release area
 - ☐ Press area
- ☐ Teams
 - ☐ Crisis Response Team
 - ☐ Student Release Team
- ☐ Emergency cards (Always ready to be taken to student release area)
- ☐ Parent/Guardian sign out log or forms
- ☐ Impaired mobility list (Location of these students throughout the school day)
- ☐ Classroom evacuation materials (laminated guides, "go bags", binders or boxes that teachers will carry along with their roll books must be in a standard site in all classrooms. Recommended placement to be next to the classroom exit or teachers' desk).
- ☐ Communication Plan (How teachers will communicate to the Safe School Leadership team and visa versa)

Stage 2 Evacuation (Off Campus)

In the case of a Stage 2 Evacuation, Off-Campus Evacuation, all students/staff will travel to the following site and wait for instructions.

SITE – 2336 Calaveras, Fresno 93721

Contact Person: Mark A. Wilson, Ed.D. Phone: 559-500-0914

Secondary Alternate Site

All Staff and students 9th -12th:
Dickey Playground
1515 Divisadero St.
Fresno, CA 93721

Ed Code 7 Delegate of Powers

Fresno Unified School District
THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)
(Student Wellness Team)

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Threat Assessment Management Team (**TAMT**).

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the FUSD 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well being when and if returned to school.

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Mark A. Wilson, Ed.D.	Administrator	Principal, Assistant Principal or Designee	Rena Failla
Rena Failla	Mental Health Professional	School Psychologist or Student Assistants, (SAP) Counselor, Counselor Trained in Threat Assessment	Courtney Griffin
Courtney Griffin	Law Enforcement	Security Staff	Mike Potts
Marilyn Wheeler	Principal Secretary	School Social Worker or other staff determined by the principal	Sandy Lomelino

FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed. Annually, identify those staff members who have current training in CPR-First Aid-AED. In an emergency, any staff member may provide assistance. Ensure that there are an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the **2021-2022** school year at _____ School.

CPR/AED	Expiration	NAME	TITLE	Room/Phone
X	08/22	Mark A. Wilson, Ed.D	Principal	559) (500-0914: Principal's Office
X	08/22	Rena Failla	Guidance Counselor Coordinator	(559) 500-0961: Head Counselor Office
1	08/22	Courtney Griffin	Guidance Dean	(559) 500-0954: Guidance Counselor Office
X	08/22	Marilyn Wheeler	Office Manager	(559) 500-0947: Administrative Assistant Office
X	08/22	Karina Vasquez	Teacher	(559) 500-5057: Room 1
X	08/22	Sam Hairston	Career Guidance Counselor	(559) 777-7943: Career Counselor Office
X	08/22	Mike Potts	Case Manager	(559) 777-5593: Case Manager Office
X	08/22	Joseph Turner	Teacher	(559) 500-0981: Room 2
X	08/22	Shannon Sani	Teacher	(559) 500-5085: Room 4
X	08/22	Luis Baca	Teacher	(559) 500-5046: Room 3
X	08/22	Michael Cantu	Teacher	(559) 500-5047: Room 1
X	08/22	Sandy Lomelino	Teacher	(559) 500-0980: Theater
X	08/22	Susan Lopez	Teacher	(559) 500-5076: Room 4
X	08/22	Mong Vang	Case Manager	(559) 777-5719: Case Manager Office 2 nd floor
X	08/22	Kathy Vertson	Teacher	(559) 500-5057: Room 3
X	08/22	John Koontz	Teacher	(559) 777-5081: Theater
X	08/22	Gladys Banda	Teacher	(559) 777-5129: Theater
X	08/22	Alex Acedo	Teacher	(559) 500-5001: Room 2
X	08/22	Patricia Billeadeau	Case Manager	(559) 777-7956: Case Manager Office 1 st floor
X	08/22	Gloria Rodriguez	Receptionist	(559) 570-0576: Front Reception
X	08/22	Susan Hernandez	Registrar	(559) 777-7966: Registrar Office
		SOUL Main Number	SOUL Main Office	(559) 500-1352

AED (Automated External Defibrillator) Maintenance Checks

Please list the person(s) who will be responsible for the monthly AED maintenance check.

First Aid Responders Coverage (for those responsible for students)

In the case the First Aid Responders are activated, the following staff will be responsible to cover classes for those responding.

Name	Title	Phone/Room
Michael Potts	Case Manager	(559) 777-5593 Theater and Rec Room
Mong Vang	Case Manager	(559) 777-5719 Rooms 1 and 2
Sam Hairston	Career Counselor	(559) 777-7043 Rooms 3 and 4

Emergency First Aid Guidelines for California Schools is the guide for providing first aid.

The guidelines and first aid supplies are located in the health office. Additional supplies (red 1st aid bags) at the high schools are located in the boy's gym, girl's gym, and may also be in shop classes.

The guidelines chart contains Universal Precautions for blood borne pathogens. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

IMMEDIATE CARE RESPONDERS

Identify all persons who are trained in monitoring and providing medical care for students with significant health conditions (severe allergies, severe asthma, diabetes, seizures, and specialized healthcare procedures, such as catheterizations, GT feeding etc.). Staff will need to provide for the medical needs of these students if they remain at school for a significant amount of time. Nurse to be responsible for training designated personnel every year to monitor and provide medical care for students with significant health conditions.

The following staff members are designated Immediate Care Responders for the **2021-2022** school year at School of Unlimited Learning Charter High School.

NAME	TITLE	PHONE
Rena Failla	Guidance Counselor	(559) 500-0961
Marilyn Wheeler	Principal Secretary	(559) 500-0947
Sandy Lomelino	Teacher	(559) 500-0980

*a confidential list of all students in the category must be kept in nurse's office as well as with the school safety coordinator.

Each school has an Emergency First Aid Bag (for disaster only) stocked with first aid supplies. High schools have two bags. The "Emergency First Aid Guidelines for California Schools" and the Emergency Bags are located in the health office (high schools should store the second bag in the gym or shop areas or in the Safety Coordinators office.

Communication

List the modes of communicating with your staff in the case of a crisis.

Primary: In Person
Alternate: By Phone
Alternate: By Email

Fresno Unified School District Pandemic Influenza Management Plan

The Fresno Unified School District Pandemic Influenza Management Plan consists of several components including the Fresno Unified School District Comprehensive Safe School Plan, Appendixes, Emergency Support Functions, Support Annexes, and Incident Annexes. The Pandemic Influenza Management Plan is one of several Incident Annexes and therefore serves to augment the FUSD Comprehensive Safe School Plan and other components. To ensure efficient and effective emergency management, the FUSD Pandemic Influenza Management Plan document must be implemented in its entirety.

PHASES OF A PANDEMIC

The World Health Organization (WHO), the medical arm of the United Nations, has developed a global influenza preparedness plan that includes a classification system for guiding planning and response activities for an influenza pandemic. This classification system is comprised of six phases of increasing public health risk associated with the emergence and spread of a new influenza virus subtype that may lead to a pandemic. The Director General of WHO formally declares the current global pandemic phase and adjusts the phase level to correspond with pandemic conditions around the world. For each phase, the global influenza preparedness plan identifies response measures WHO will take and recommends actions that countries around the world should implement.

Pandemic Phases	Public Health Goals	Fresno Unified School District Goals
<p>Interpandemic Period</p> <p><i>Phase 1</i> – No new influenza virus subtypes detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.</p> <p><i>Phase 2</i> – No new influenza virus subtypes detected in humans. However, a circulating animal influenza virus subtype poses substantial risk of human disease.</p>	<p>Strengthen influenza pandemic preparedness at all levels. Closely monitor human and animal surveillance data.</p> <p>Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.</p>	<p>Ensure that staff members and students are trained in preventative measures such as respiratory etiquette and universal precautions.</p> <p>Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines and report rapidly as required.</p>

Pandemic Phases	Public Health Goals	Fresno Unified School District Goals
<p>Pandemic Alert Period</p> <p>Phase 3 – Human infection(s) are occurring with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.</p> <p>Phase 4 – Small cluster(s) of human infection with limited human-to-human transmission but spread is highly localized suggesting that the virus is not well adapted to humans.</p> <p>Phase 5 – Larger cluster(s) of human infection but human-to-human spread is localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).</p>	<p>Ensure rapid characterization of the new virus subtype and early detection, notification, and response to additional cases.</p> <p>Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development.</p> <p>Maximize efforts to contain or delay spread to possibly avert a pandemic, and to gain time to implement response measures.</p>	<p>Ensure all personnel are knowledgeable about the latest epidemiological information.</p> <p>Review and update business continuity plans per Base Plan.</p> <p>Ensure that best practices for infection detection and control measures are followed.</p> <p>Ensure adequate resources for staff/student protection.</p> <p>Ensure that FUSD is implementing best practice for social distancing techniques per LHO guidelines, including reducing the school activity calendar.</p> <p>Maximize communications with parents related to health and safety.</p>
<p>Pandemic Period</p> <p>Phase 6 – Pandemic is declared. Increased and sustained transmission in the general population.</p>	<p>Implement response measures including social distancing to minimize pandemic impacts.</p>	<p>Increase surveillance of staff/student health and attendance and implement administrative procedures to ensure adequate staffing for essential business and school functions.</p> <p>Follow LHO and FCOEDHS, social distancing, isolation, and quarantine measures.</p> <p>Ensure maximum support and education for ill and affected students.</p>

Public Employees as Emergency Disaster Workers

During an emergency/crisis, the welfare of all district employees is as important as student wellbeing. However, employees become emergency service workers under the Emergencies and Disasters Preparedness Plan (Government Code 3100, AR 4212) which states: "A public employee

becomes emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs, and a state of emergency is declared”.

If a state of emergency is declared, our employees must have a plan in place to address their personal and family needs while they are at work (during regular or extra duty). Please remind your staff of their district obligations and for them to develop their person/family needs plan in the case they are called upon for after hour duty.

1. Fresno Unified School District assumes the following responsibilities:

- a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Local Health Officer.
- b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.
- c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
- d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Fresno County Department of Public Health and the Fresno County Office of Education Director of Health Services.
- e. Develop and implement support plans for Health Clinics designated to be used as “immunization clinics” or “flu clinics” to triage/evaluate and/or treat influenza patients not requiring hospital care.

2. Each Fresno Unified School assumes the following responsibilities:

- a. The Principal/Designee will develop a response plan that will:
 - Identify chain of command in case of illness with a minimum of 2 back ups.
 - Review and best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.
 - Review procedures for sending ill individuals’ home and make adjustments if necessary.

- Report the number of staff and students daily absent with pandemic flu to the FUSD Chief Information Officer.
 - Designate office staff who will document actions taken.
 - Working with the FUSD Communications Office, provide information to all stakeholders on the extent of infection at school site and potential changes that might take place at school.
- b. Develop a recovery plan that provides for education support and emotional support for staff and students. If there is loss of life, implement procedures located in the Comprehensive Safe School Plan.

PARENT REUNIFICATION TEAM

Location (must be able to accommodate all parents) **School Theater**

- ✓ Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations)
- ✓ Ensure that you have all the appropriate documentation such as sign out sheets, emergency cards, reunification form, as well as office supplies such as pens available.
- ✓ Post signs on tables to facilitate communications.
- ✓ Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- ✓ Set up tables with appropriate signs:
 - a) 2 for reunification, Team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom)
 - b) 2for reunification of student to parent, Team #2 (Parents will sign out the release form for their child)
 - c) 1 table for health services/nurse at student-parent meeting location
- ✓ Have interpreters speaking Spanish and Hmong (hearing impaired on as-needed basis on site available to assist)

Please fill in your re-unification team members in the chart below assigning an emergency task from the letters (a-c) above. Please ensure the team lead is a strong member of your management team.

STAFF MEMBER	ALTERNATE	TITLE	EMERGENCY TASK (list corresponding letter from above)
Marilyn Wheeler	Rena Failla	Office Manager	a
Marilyn Wheeler	Sandy Lomelino	Office Manager	c
Courtney Griffin	Mike Potts	Guidance Dean	d
Sam Hairston	Susan Hernandez	Career Guidance Counselor	f
Joseph Turner	Shannon Sani	Teacher	f
Luis Baca	Kathy Vertson	Teacher	d
Patricia Billeadeau	John Koontz	Case Manager	g
Mong Vang	Gloria Rodriguez	Case Manager	b
Sandy Lomelino	Mike Potts	Teacher	d
Susan Lopez	Patricia Billeadeau	Teacher	c

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.** It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that all staff are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students and includes both bell and voice signals.
 - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
 - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

The following guidelines should be adhered to:

- Include a sign-in sheet for all media to complete. (PC 627.2)
 - Notify the Central Monitoring Station at 73831 (or 457-3831 from an outside line) of the emergency and media response. Notify the District Public Information Officer, Vanessa Ramirez, at 443-9644 who will notify the Instructional Superintendent(s) and the Emergency Planning Manager.
 - Follow the directions of the Instructional Superintendent. Only the Superintendent or designee and the District Public Information Officer or designee is authorized to release information. **All other personnel should cordially refer the media to the District Public Information Office (457-3733).**
 - Designate a person to record incidents for documentation purposes including debriefing.
6. Ensure that the emergency phones are in working order and that precautions are taken to keep that number private.
 7. Ensures that each classroom or homeroom maintains a current emergency card system for every student (i.e., copies of emergency card or other effective system, which summarizes the information on the emergency card). (See Student Release Team page)
 8. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

9. Assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room to locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures.
 - h. Check building utility systems and appliances for damage.
10. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
11. Plans alternate classroom evacuation routes if standard routes are obstructed.
12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.
14. Inform any satellite programs (on or adjacent to your site) of the emergency immediately. (Example: Parenting Center, Pre-school, Special Needs Program).

Satellite Program	Principal/Supervisor	Phone
EHS Childcare Center	Gladys Banda	487-1053

PC 627.2 Registration by Outsider
 Ed Code 32211 Threatened disruption/interference with students
 BP 1112(a) CF Visits to Schools

2021-2022 Fire Drill Schedule

Month	Date	Time
July		
August		
September		
October	October 13, 2021	11:00 a.m. (Instructional Time)
November		

December		
January	January 28, 2022	12:30 p.m. (Lunch)
February		
March		
April	April 22, 2022	3:15 p.m. After School
May		
June		

2021-2022 Lockdown Drill Schedule / 4 Drills for the School Year

Semester	Date	Time
Before School	September 15, 2021	7:15 p.m.
Lunch	November 30, 2021	12:15 p.m.
Instructional Time	February 25, 2022	11:55 a.m.
After School	April 19 2022	2:30 p.m.

2021-2022 Earthquake Drill Schedule

Per AR 3516.3 Drop, Cover and Hold procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 32282)

Date	Time
October 2021 – Great California Shake Out	October 14 , 12:10 p.m.
March 11, 2022	2:20 p.m.

2021-2022 Reunification Drill

First Semester	Date	Time
	November 8, 2021	12:15 p.m.
Second Semester	Date	Time
	February 4, 2022	240 p.m

Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder/assailant on campus, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – A verbal Lockdown call will be made over the PA system and over the two-way radios to signal staff to lock down. Remember, ***RUN-HIDE-FIGHT in the event of an Active Assailant. RUN: If a safe path is available. HIDE: If you cannot get out safely. FIGHT: If your life is in danger.***

An announcement over the PA System will be made to indicate when the lockdown is lifted.

2. The school nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place (if other than library, indicate gathering place: School Recreation Room)
3. In the nurse's absence Marilyn Wheeler will be in charge.
3. The Office Manager will maintain phone communication with the district office and Central Monitoring Station for internal communications.
4. Rena Failla will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Communications Office
6. The Plant Coordinator will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:

- Proceed immediately to homerooms
 - Direct as many students as possible into rooms
 - Supervise the area outside room until students are in rooms
 - Lock doors and follow classroom emergency guide instructions
 - Students in rooms are to be seated on the floor with sign-up sheets provided so that each student accounts for his/her presence in the room
 - Notify the front office of any additional outbreaks
 - Students are to remain in the classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to get under desks and away from windows.
 10. School staff should stay until the crisis is declared over

**State of California Government Code,
Chapter 8, Division IV, Title I**

The State of California Government Code States: that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs, and a state of emergency is declared.

PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.

**Mark A. Wilson, Ed.D.
Principal**

**Courtney Griffin,
Guidance Dean**

**Marilyn Wheeler,
Principal's Secretary**

**Rena Failla,
Guidance Counselor
Coordinator**

**Mike Potts
Case Manager**

**Sam Hairston,
Career Counselor**

**Patricia Billedeau
Truancy Prevention
Officer**

Susan Hernandez

Gladys Banda

Karina Vasquez

Alex Acedo

Mong Vang

Susan Lopez

Luis Baca

Gloria Rodriguez

Joseph Turner

Sandy Lomelino

Carlos Custodio

Shannon Sani

Kathy Vertson

John Koontz

Michael Cantu

Campus Visibility Deployment of Staff

High School Campus	Name	Before/After School Location	Lunch Location	Passing Location
Principal	Mark A. Wilson	Upstairs Near classrooms	Rec Room	Upstairs Classroom Area
Guidance Dean	Courtney Griffin	Outside Entrance of School	Recreation Room	Upstairs Classroom Area
Case Manager	Mike Potts	Recreation Room/Downstairs	Recreation Room	Downstairs Theater/Rec Room
Case Manager	Patricia Billeadeau	Downstairs Theater Area	Outside/Back of School	Downstairs Theater/Rec Room
Counselor	Rena Failla	Recreation Room/Downstairs	Recreation Room	Upstairs Classroom Area
Case Manager	Mong Vang	Upstairs	Recreation Room	Upstairs Classroom Area
Counselor	Sam Hairston	Outside Entrance of School	Recreation Room	Downstairs Theater/Rec Room
Principal's Secretary	Marilyn Wheeler	Upstairs near classrooms	Upstairs near classrooms	Upstairs Classroom Area

Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive School Safety plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates formed a school safety planning committee with the minimum of the following members:
 - The principal or the principal's designee
 - One teacher who is a representative of the recognized certificated employee organization
 - One parent whose child attends the school
 - One classified employee who is a representative of the recognized classified employee organization
 - Other members, if desired
3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Fresno Unified School District Comprehensive Safe School Plan template have been met.
4. This school plan was adopted by the school site council on: February 9 2021

Attested:

Mark A. Wilson, Ed.D
School Principal

Signature

Date

Jeanne Starks
Governing Council Chair

Signature

Date

5. This school plan was adopted by the school site council on: February 9, 2021

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: February 9, 2021	Program: School of Unlimited Learning (SOUL)
Agenda Item #: V	Director: Mark A. Wilson, Ed.D.
Subject: 2020/2021 CSI Grant Funding	Officer: Michelle Tutunjian

Recommended Action

Staff recommends Governing Council ratification of SOUL's Comprehensive Support and Improvement (CSI) funding for 2021-2022 school year. The online grant application was submitted on January 7, 2021 for \$170,123.

Background

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for CSI. SOUL is eligible for Comprehensive Support and Improvement Funds for the 2020-2021 school year. As a condition of funding, the LEA must partner with stakeholders, including teachers and parents to locally develop and implement a CSI plan in the 2021-22 school. In addition, CSI interventions, strategies, and activities must align to the goals, actions, and services identified in the LEA's LCAP. All CSI goals are in full alignment of SOUL's charter and LCAP goals, as well as Fresno EOC's strategic goals.

Fiscal Impact

SOUL's estimated allocation of CSI funding for the 2021/2022 school is \$170,123. SOUL has received CSI funding for the past two consecutive years. Funds have been used to provide needed support to students at risk of not graduating from high school.

Conclusion

The grant application was approved by the California Department of Education on January 8, 2021.

From: [School Improvement and Support Office](#)
To: [Mark Wilson](#); [Mark Wilson](#)
Cc: SISO@cde.ca.gov
Subject: Approved: 2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Local Educational Agency Application for Funding
Date: Friday, January 8, 2021 9:43:23 AM

Fresno EOC IT Notice:
External Message. Think before you click!

Please do not reply to this email as this is an automated message.

The California Department of Education has reviewed and **approved** the 2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Local Educational Agency Application for Funding submitted by **School of Unlimited Learning**. If you have any questions, please contact the School Improvement and Support Office by phone at 916-319-0833 or by email at SISO@cde.ca.gov.



2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Local Education Agency Application for Funding

The application status last changed to "Submitted" on 01/07/21 13:46:11

Application Overview

Note: Each section of this application must be completed before advancing to subsequent sections.

PURPOSE

Section 1003 of the Every Student Succeeds Act (ESSA) provides resources and assistance to local educational agencies (LEAs) to improve student outcomes in schools that meet the criteria for Comprehensive Support and Improvement (CSI).

The ESSA requires LEAs to submit an application in order to receive ESSA, Section 1003 funds for CSI. As a condition of funding, the LEA must partner with stakeholders, including school principals and other school leaders, teachers, and parents to locally develop and implement a plan for the school to improve student outcomes. School planning and LEA support and assistance for each school receiving comprehensive support are incorporated into the Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) processes.

For Federal guidance on Supplement not Supplant for school improvement, see question 29a, page 21 to 22 located at <https://go.usa.gov/xdcPV>.

The California Department of Education (CDE) is accepting applications from LEAs with schools that met the criteria for CSI on the 2019 California School Dashboard (Dashboard).

STATUTORY AUTHORITY

ESSA Section 1003—School Improvement (<https://go.usa.gov/xfAWr>), pages 9 through 11.

ESSA Section 1111(d)(1)—Comprehensive Support and Improvement (<https://go.usa.gov/xfAC2>), pages 33 through 35.

Senate Bill 115 Budget Act of 2020 SEC. 61 Item 6100-134-0890 of Section 2, of Schedule 2 located at <https://go.usa.gov/xG3nb>.

GRANT INFORMATION

The Budget Act of 2020 appropriated \$129,415,000 in ESSA, Section 1003 local assistance funding to LEAs for CSI. The project period for this application begins February 15, 2021, and ends on September 30, 2022. Fiscal Year (FY) 2020 ESSA, Section 1003 funds are available to each eligible LEA that submits an approvable application and will be allocated based on a formula. The formula takes into consideration the total number of schools, statewide, that were identified for CSI on the 2019 Dashboard. FY 2020 ESSA, Section 1003 funds must be used to develop and implement a CSI plan for each identified school in the 2021–22 school year.

ELIGIBILITY REQUIREMENTS

On March 27, 2020, California received approval for a waiver of the school identification requirements of the Elementary and Secondary Education Act, as reauthorized by the ESSA. The waiver addresses accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D) and temporarily suspends the state's federal requirement to identify CSI and other school support categories under the ESSA for the 2020–21 school year. As such, schools will not be identified for or have the opportunity to exit a school support category on the 2020 Dashboard. Schools that were identified as a result of the 2019 Dashboard for CSI will retain their assistance status in the 2020–21 school year. A copy of the full waiver is available on the CDE ESSA web page at <https://www.cde.ca.gov/re/es/documents/covid19waiverresponse.pdf>.

In order to continue to provide support to those LEAs with schools that are eligible for CSI, only LEAs with schools that were identified for CSI on the 2019 Dashboard can apply for FY 2020 ESSA, Section 1003 funding. An LEA is defined as a county office of education, school district, or direct-funded charter school.

Schools were eligible for CSI on the 2019 Dashboard if they were a public high school with a graduation rate below 68 percent or, at least, the lowest-performing 5 percent of Title I schools.

CSI criteria and program information are located at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

ALLOWABLE ACTIVITIES AND COSTS

As a condition of funding, the LEA must partner with stakeholders, including school principals and other school leaders, teachers, and parents to locally develop and implement a CSI plan in the 2021–22 school year for each school meeting the criteria for CSI.

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the LCAP and SPSA planning processes for the 2021–22 school year. If FY 2020 ESSA, Section 1003 funds for CSI are used to implement actions/services to meet a goal articulated in the LCAP, those CSI funds must be included in the LCAP. FY 2020 ESSA, Section 1003 funds for CSI that are distributed from the LEA to the school must be included in the 2021–22 SPSA. In addition, CSI interventions/strategies/activities must align to the goals, actions, and services identified in the LEA's LCAP.

Under the ESSA, CSI plans are required to be evidence-based. Section 8101(21)(A) of the Elementary and Secondary Act, as amended by the ESSA, defines an evidence-based intervention as being supported by *strong evidence*, *moderate evidence*, *promising evidence*, or evidence that *demonstrates a rationale*. ESSA, Section 1003 funds require the use of "evidence-based" interventions that meet higher levels of evidence. The table below lists ESSA's top three levels of evidence.

Demonstrate a statistically significant effect on improving student outcomes:

Evidence Level	Description
Level 1: Strong Evidence	Based on at least one well-designed and well-implemented experimental study
Level 2: Moderate Evidence	Based on at least one well-designed and well-implemented quasi-experimental study
Level 3: Promising Evidence	Based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias

The United States Department of Education's non-regulatory guidance on evidence-based interventions is located at <https://go.usa.gov/xdcEU>.

ESSA, Section 1003 funds must be prioritized and focused towards the area(s) identified for improvement for each school, based on their needs assessments and root cause analysis. Funds can only be spent on evidence-based interventions/strategies/activities, directly related to the following CSI improvement plan development and implementation efforts:

- Building capacity
- Partnering with stakeholders
- Conducting needs assessments and root cause analysis
- Selecting and implementing evidence-based interventions/strategies/activities
- Using data and outcomes to monitor and evaluate improvement efforts
- Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting

Federal planning requirements are established in the California *Education Code* Section 64001 (<https://go.usa.gov/xdcE6>) and the Approved LCAP template on the CDE web page at <https://www.cde.ca.gov/re/lc/>.

Planning instructions for the LCAP and SPSA are located at <https://www.cde.ca.gov/re/lc/>. CSI program requirements and information are located at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

DISALLOWABLE ACTIVITIES AND COSTS

The use of federal funds, including ESSA, Section 1003 funds must be consistent with the Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. OMB information is located at <https://www.grants.gov/web/grants/learn-grants/grant-policies/omb-uniform-guidance-2014.html>.

In addition, the California legislature stipulated in Senate Bill 115 that ESSA, Section 1003 funds shall not be expended to hire additional permanent staff.

For Federal guidance on Supplement not Supplant for school improvement, see question 29a, page 21 to 22 located at <https://go.usa.gov/xdcPV>.

GRANT REPORTING REQUIREMENTS

Actual expenditures for each performance period within the grant period shall be reported to the CDE as part of regular grant management and administration. The table below details reporting information and timelines for FY 2020 CSI funds.

Report Name	Reporting Data	Performance Period	Reporting Due Date
Report 1	<ul style="list-style-type: none"> Funding Plan Adjustment Budget Summary Expenditures 	February 15, 2021, to June 30, 2021	July 31, 2021
Report 2	<ul style="list-style-type: none"> CSI Plan Approval/Adoption Dates Expenditures Federal Report 	July 1, 2021, to September 30, 2021	October 31, 2021
Report 3	Expenditures	October 1, 2021, to January 31, 2022	February 28, 2022
Report 4	Expenditures	February 1, 2022, to June 30, 2022	July 31, 2022
Final Report and Grant Evaluation	<ul style="list-style-type: none"> Final Expenditures and Closeout Report Grant Performance Report Federal Report 	July 1, 2022, to September 30, 2022	October 31, 2022

In addition to standard expenditure reporting requirements for each performance period, the LEA must submit a Budget Summary and Budget Narrative with Report 1. The Budget Summary will combine LEA- and school-level budget amounts by Object Code for each authorized funding category, as applicable.

In addition, Report 2 requires the LEA to report the date the CSI plan was approved/adopted by the school and LEA. The Final Report and Grant Evaluation requires the LEA to submit final expenditure data, a Final Budget Summary, and a Grant Performance Report. The CDE will provide additional guidance for reporting requirements. If the CDE does not receive the required reports, funding may be delayed, or the CDE may bill the LEA to recover funds distributed to the LEA.

APPORTIONMENTS

The first apportionment is 25 percent of the total LEA allocation and is based on an approved 2020–21 ESSA CSI LEA Application for Funding. Subsequent apportionments for each grant performance period are based on claimed expenditures less prior cumulative payments.

Note: Reported expenditures are used for the purpose of calculating the LEA's apportionment. The use of federal funds must be consistent with the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; ESSA requirements, and requirements in the 2020–21 ESSA CSI LEA Application for Funding.

The acceptance and approval of reported expenditures do not preclude the CDE, in any way, from conducting program monitoring or audits.

The CDE will process apportionments approximately one month after the final date of each reporting period.

GRANT MONITORING

LEAs and schools that receive FY 2020 ESSA, Section 1003 funds for CSI will be monitored through the CDE's Federal and Program Monitoring process.

APPLICATION AND FUNDING RESULTS TIMELINE

Activity	Due Date
Funding Profile Posted to the CDE Web Page	December 2020
2020–21 ESSA CSI LEA Application for Funding Release Date	January 6, 2021
2020–21 ESSA CSI LEA Application for Funding Webinar Walk-through	January 7, 2021, at 10 a.m.

Activity	Due Date
2020–21 ESSA CSI LEA Application for Funding Due to the CDE	January 20, 2021, by 4 p.m.
2020–21 ESSA CSI LEA Application for Funding Review by CDE Staff	January/February 2021
Funding Results and Schedule of Apportionments Posted to the CDE Web Page	March/April 2021

TECHNICAL ASSISTANCE

The CDE will conduct a webinar to walk through the process to complete the 2020–21 ESSA CSI LEA Application for Funding. The webinar will be conducted on January 7, 2021, at 10 a.m. Communications regarding the webinar will be emailed to eligible LEAs.

APPLICATION PROCESS

The 2020–21 ESSA CSI LEA Application for Funding is an online application that includes six sections: (1) Intent to Apply; (2) General Assurances, Certifications, Terms, and Conditions; (3) Local Educational Agency Applicant Information; (4) Narrative Responses; (5) 2020–21 Comprehensive Support and Improvement Preliminary Funding Plan; and (6) Signatures.

In order to receive ESSA, Section 1003 funds, each eligible LEA must complete and submit the 2020–21 ESSA CSI LEA Application for Funding to the CDE by the date specified in the Application and Funding Results Timeline. The LEA will receive email confirmation upon submission. The CDE will review each LEA application. If the LEA wishes to revise its online application after submission, the LEA must resubmit the application prior to the application due date, as specified in the Application and Funding Results Timeline.

The CDE is not able to modify the application information after submission. Incomplete or late applications may delay funding.

Section 1: Intent to Apply

Each local educational agency (LEA) with schools that met the criteria for Comprehensive Support and Improvement (CSI) on the 2019 California School Dashboard must submit the 2020–21 Every Student Succeeds Act (ESSA) CSI LEA Application for Funding. Any LEA that chooses to not apply for fiscal year (FY) 2020 ESSA, Section 1003 funding for CSI is asked to submit this application to the California Department of Education (CDE) to communicate its intent. This will allow the CDE to reallocate the amount of funds available to those LEAs choosing to apply for funding.

Pursuant to Section 1111(d)(1)(B) of the ESSA, upon notification from the CDE, the LEA shall, for each school identified by the CDE and in partnership with stakeholders, locally develop and implement a plan for the school to improve student outcomes.

Choosing not to accept ESSA, Section 1003 funds **does not** relieve the LEA from meeting its statutory obligations under ESSA, Section 1111(d)(1). FY 2020 ESSA, Section 1003 funds provides resources and assistance to the LEA with schools meeting the criteria for CSI. FY 2020 ESSA, Section 1003 funds must be used to develop and implement a CSI plan for each eligible school in the 2021–22 school year.

Please check one of the boxes below:

☒ The LEA **intends** to apply for FY 2020 ESSA, Section 1003 funds. By checking this box, the LEA must complete the remaining five sections of this application.

☐ The LEA does not intend to apply for FY 2020 ESSA, Section 1003 funds. By checking this box, the LEA understands its statutory obligation to meet the requirements of the ESSA, Section 1111(d)(1). The LEA will be redirected to Section 6 to sign and submit this application.

Section 2: General Assurances, Certifications, Terms, and Conditions

General assurances, certifications, terms, and conditions are requirements of applicants and sub-grantees as a condition of receiving funds. The signed grant application submitted to the California Department of Education (CDE) is a commitment to comply with the general assurances, certifications, terms, and conditions associated with the grant.

GENERAL ASSURANCES AND CERTIFICATIONS

The general assurances and certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/generalassurances2020.asp>. Applicants do not need to sign and return the general

assurances and certifications with the grant application. Instead, applicants must download the general assurances and certifications to keep them on file and available for compliance reviews, complaint investigations, or audits.

TERMS AND CONDITIONS

The 2020–21 Every Student Succeeds Act (ESSA) Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) Application for Funding must be electronically signed by the authorized agent of the LEA and submitted to the CDE using the online application.

The first apportionment will be processed upon review and approval of the 2020–21 ESSA CSI LEA Application for Funding. Subsequent apportionments will be processed based upon approved expenditures reported by the LEA.

All fiscal year 2020 ESSA, Section 1003 funds must be encumbered, expended, and legally obligated within the dates designated and must not exceed the maximum amount indicated in the Apportionment Letter.

In addition, the LEA agrees to comply with the following state and federal program terms and conditions:

1. Utilize the Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement processes to locally develop and implement a CSI plan in the 2021–22 school year that meets federal requirements for each school receiving funds under Section 1003 of the ESSA for CSI.
2. Align improvement strategies and activities to the goals, actions, and services in the LEA's LCAP.
3. Monitor schools receiving Fiscal Year (FY) 2020 ESSA, Section 1003 funds for CSI.
4. Use a rigorous review process to recruit, screen, select, and evaluate any external partners, other than the county office of education and other agencies within the state system of support that the LEA would partner with to develop and implement the plan for CSI.
5. Align other federal, state, and local resources to carry out activities supported with funds received.
6. Modify practices and policies as appropriate, to provide operational flexibility that enables full and effective implementation of the plans to improve student outcomes in schools meeting the criteria for CSI.
7. Assure that each school that the LEA serves will receive all of the state and local funds it would have received in the absence of FY 2020 ESSA, Section 1003 funds.
8. Ensure that FY 2020 ESSA, Section 1003 funds are spent as indicated in this application, and agree that funds will be used only to provide support to the school/s meeting the criteria for CSI, including locally developing, implementing, monitoring, evaluating, and approving plans for the school to improve student outcomes.

Section 3: Local Educational Agency Applicant Information

School of Unlimited Learning (County: Fresno)
2336 Calaveras St., Fresno, 93721
Preliminary FY 2020 LEA Allocation: \$170,283.00
County/District Code: 10 62166
NCES: 07497 DUNS: 078788023

Please verify if the Local Educational Agency (LEA) Applicant Information listed above is accurate then check the appropriate box below. Applicant Information can be verified on the California School Directory web page located at <https://www.cde.ca.gov/schooldirectory/>.

The Preliminary Fiscal Year (FY) 2020 LEA Allocation can be verified on the CDE CSI LEA Fiscal Information web page at <https://www.cde.ca.gov/sp/sw/t1/csileafiscalinfo.asp>.

LEAs can verify their Data Universal Numbering System (DUNS) number through the Online Public Update for Schools web page located at <https://www3.cde.ca.gov/opuscads/default.aspx>. < p > Please provide the required First and Last names and contact information for the Primary and Secondary Grant Coordinators and the Fiscal Coordinator. If the LEA only has a Primary Grant Coordinator, please duplicate that information for the Secondary Grant Coordinator.

☒ The LEA Applicant Information is **accurate**.

☐ The LEA Applicant Information is **inaccurate**. (*Do not submit this application. Please use the "Save and Logoff" button and contact the School Improvement and Support Office by phone at 916-319-0833 or by email at SISO@cde.ca.gov for assistance.*)

Please provide the required First and Last names and contact information for the Primary and Secondary Grant Coordinators and the Fiscal Coordinator. If the LEA only has a Primary Grant Coordinator, please duplicate that information for the Secondary Grant Coordinator.

Primary Grant Coordinator

First and Last Name: Mark Wilson
Title: Principal
Phone: 559-500-0914
Ext:
E-mail: Mark.wilson@fresnoeoc.org
Fax: 559-237-0956

Secondary Grant Coordinator

First and Last Name: Rena Failla
Title: Guidance Counselor Coordinator
Phone: 559-498-8543
Ext:
E-mail: Rena.failla@fresnoeoc.org
Fax:

Fiscal Coordinator

First and Last Name: Rebecca Heinrichy
Title: Finance Officer
Phone: 559-349-1053
Ext:
E-mail: Rebecca.heinrichy@fresnoeoc.org
Fax:

Section 4: Narrative Responses

The local educational agency (LEA) must provide complete responses to the four prompts below. Please note the character limits allowed for each prompt.

The LEA is required to utilize the Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) processes for the 2021–22 school year to locally develop and implement a plan for the school to improve student outcomes in each school that meets the criteria for Comprehensive Support and Improvement (CSI) on the 2019 California School Dashboard.

Prompt 1: In the textbox below, describe any separate planning process that the LEA will use. If the LEA will not use any separate planning process, please type **NA** for the response. **(Max 500 characters)**

Response 1:
NA

The LEA is required to utilize the LCAP and SPSA processes to monitor schools identified for CSI.

Prompt 2: In the textbox below, describe any separate monitoring process that the LEA will use. If the LEA will not use any separate monitoring process, please type **NA** for the response. **(Max 500 characters)**

Response 2:

NA

Prompt 3: In the textbox below, describe how CSI funds will be used to support the needs assessment and root cause analysis process to address the reasons for identification and to ensure that interventions/strategies/activities align to the goals, actions, and services in the LCAP. **(Max 1000 characters)**

Response 3:

Root causes for student failure have been identified as lack of motivation; inadequate basic educational services; insufficient instructional intervention; and social and emotional issues. An examination of student enrollment over the past three years revealed that nearly 95% of students who enroll at SOUL are credit deficient. Further analysis has revealed SOUL's

For the prompt below, external partners include any external service provider **other than the county office of education and other agencies within the state system of support that the LEA would partner with to develop and implement the CSI plan.**

Prompt 4: In the textbox below, describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external service provider with whom the LEA will partner. If the LEA will not partner with any external service provider/s, please type **NA** for the response. **(Max 1000 characters)**

Response 4:

NA

Section 5: 2020-21 Comprehensive Support and Improvement Preliminary Funding Plan

LEA Name	Preliminary FY 2020 LEA Allocation
School of Unlimited Learning	\$170,283.00

From the local educational agency's (LEA's) preliminary allocation under this grant, the LEA may distribute funds among the schools that meet the criteria for Comprehensive Support and Improvement on the California School 2019 Dashboard. The total amount of distributed funds must match the LEA's preliminary allocation.

Note: The LEA will be required to adjust its Funding Plan when LEA allocation amounts are revised and determined to be final.


Instructions: Please use the "Edit" button to input data into the "Amount of Funds Distributed" fields. Once data has been entered, use the "Update" button to save the data or the "Cancel" button to cancel the revision.

*** - There are no data in this field

LEA and School Name	Preliminary FY 2020 Amount of Funds Distributed
School of Unlimited Learning	\$170,283.00
Total Distributed	\$170,283.00

Section 6: Signatures

ASSURANCES/CERTIFICATIONS/TERMS/CONDITIONS:

 As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the 2020–21 Every Student Succeeds Act (ESSA) Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) Application for Funding and CSI program requirements; and I agree to comply with all requirements as a condition of funding.

 I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

SIGNATURE

By signing this application electronically, I, the duly authorized representative of the applicant, agree that my electronic signature is the legally binding equivalent to my handwritten signature.

LEA Name: School of Unlimited Lee

First and Last Name: Mark A. Wilson

Title: Principal

Date: 01/07/2021

Email: mark.wilson@fresnoeoc

Phone Number: 559-500-0914

Note: If the LEA wishes to revise its online application after submission, the LEA must resubmit the application prior to the application due date as specified in the Application and Funding Results Timeline.

The CDE is not able to modify the application information after submission. Incomplete or late applications may delay funding.

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: 02/09/2021	Program: School of Unlimited Learning
Agenda Item #: VI	Director: Mark A. Wilson, Ed.D.
Subject: SOUL 2019/2020 School Accountability Report Card	Officer: Michelle Tutunjian

RECOMMENDED ACTION:

Staff recommends Governing Council ratification of the School of Unlimited Learning's 2019/2020 School Accountability Report Card (SARC).

BACKGROUND:

The No Child Left Behind Act of 2001 requires each state to produce an annual report card that summarizes student assessment results and disaggregated by student subgroup. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition. Each year, California public schools, including charter schools, annually provide information about themselves to the community allowing the public to evaluate and compare schools for student achievement, environment, resources and demographics. The SARC contains information about the condition and performance of each California public school. Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SOUL Governing Council did not meet in January 2021. Consequently, this is presented to the Governing Council as a ratification item.

FISCAL IMPACT

None

CONCLUSION

SOUL's 2019/2020 School Accountability Report Card was posted on SOUL's website: www.fresnoeoc.org/soul.



[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

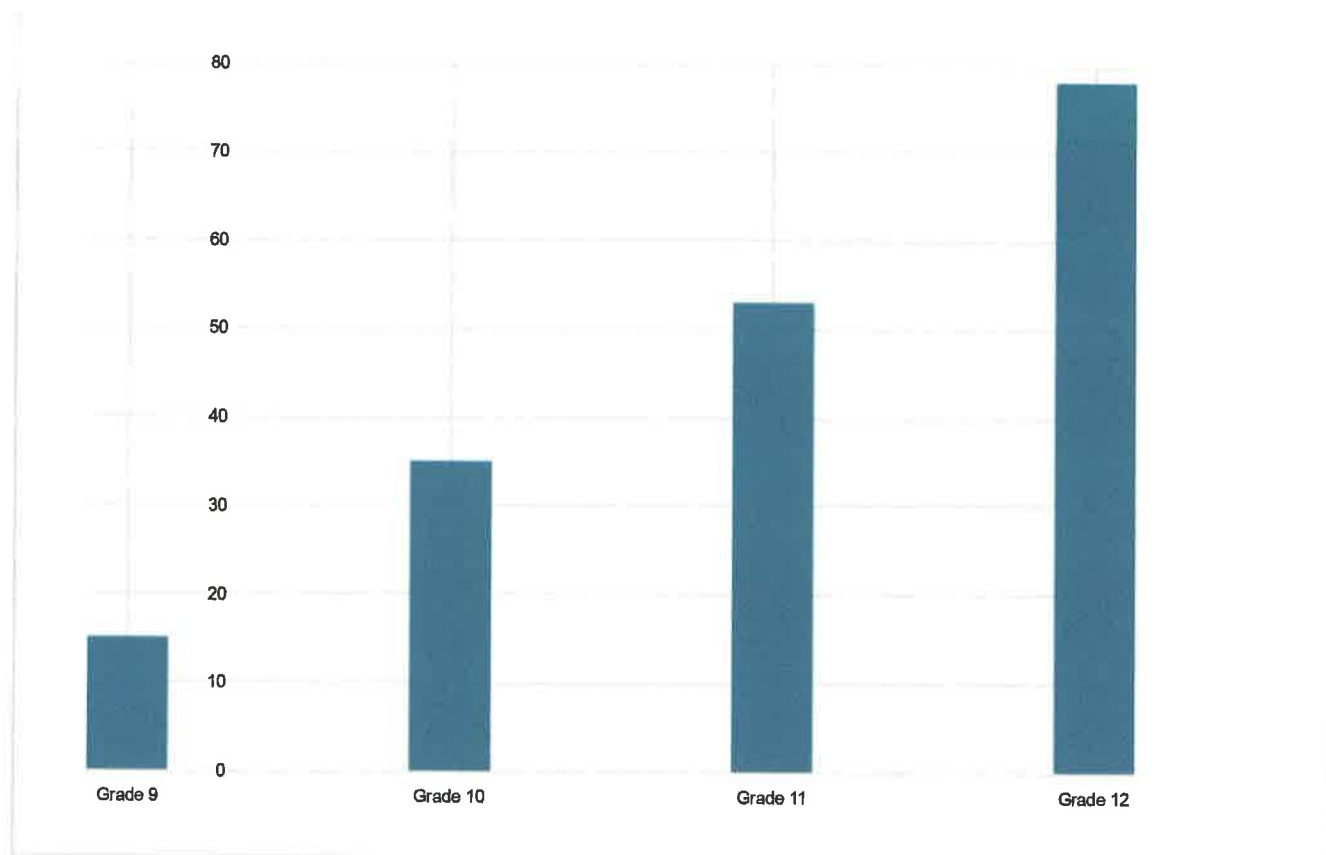
School Description and Mission Statement (School Year 2020–2021)

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

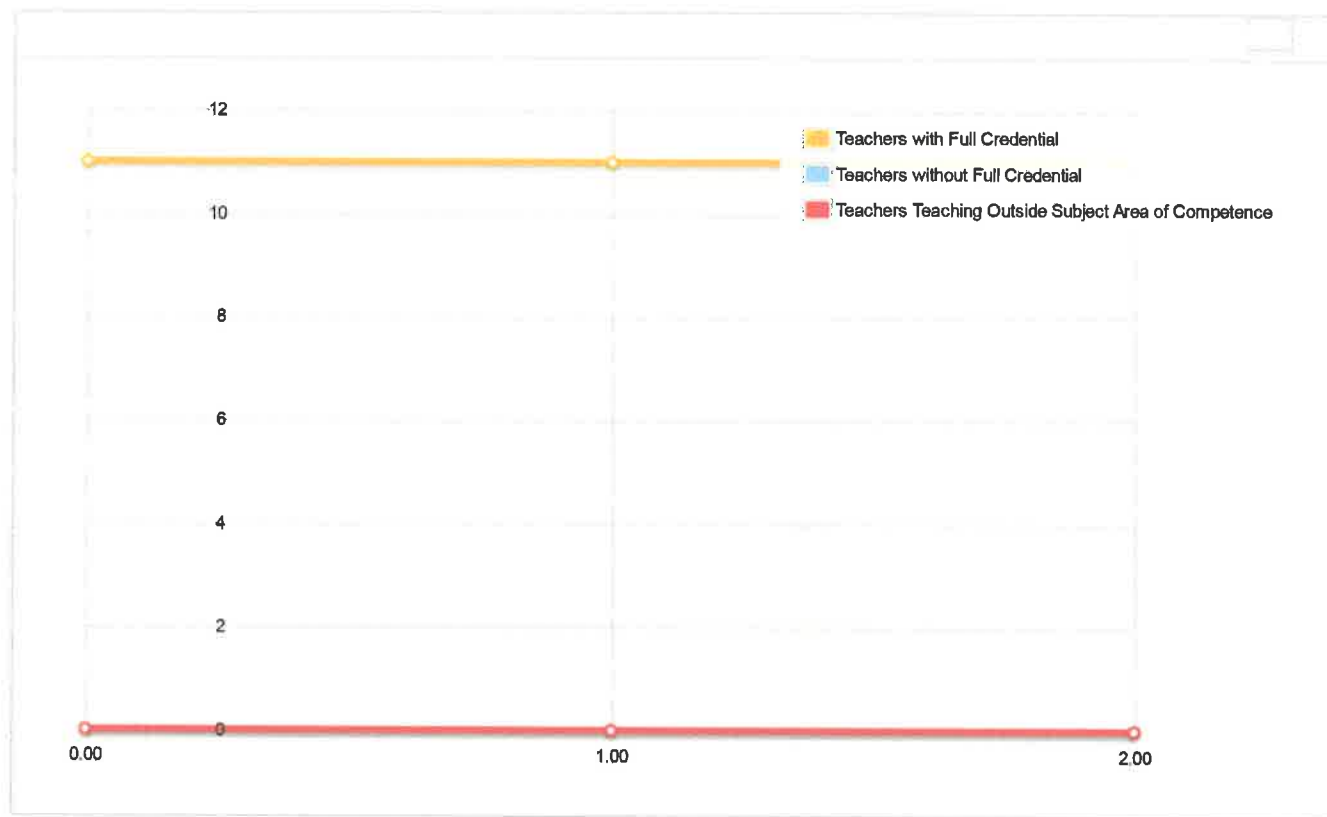
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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	

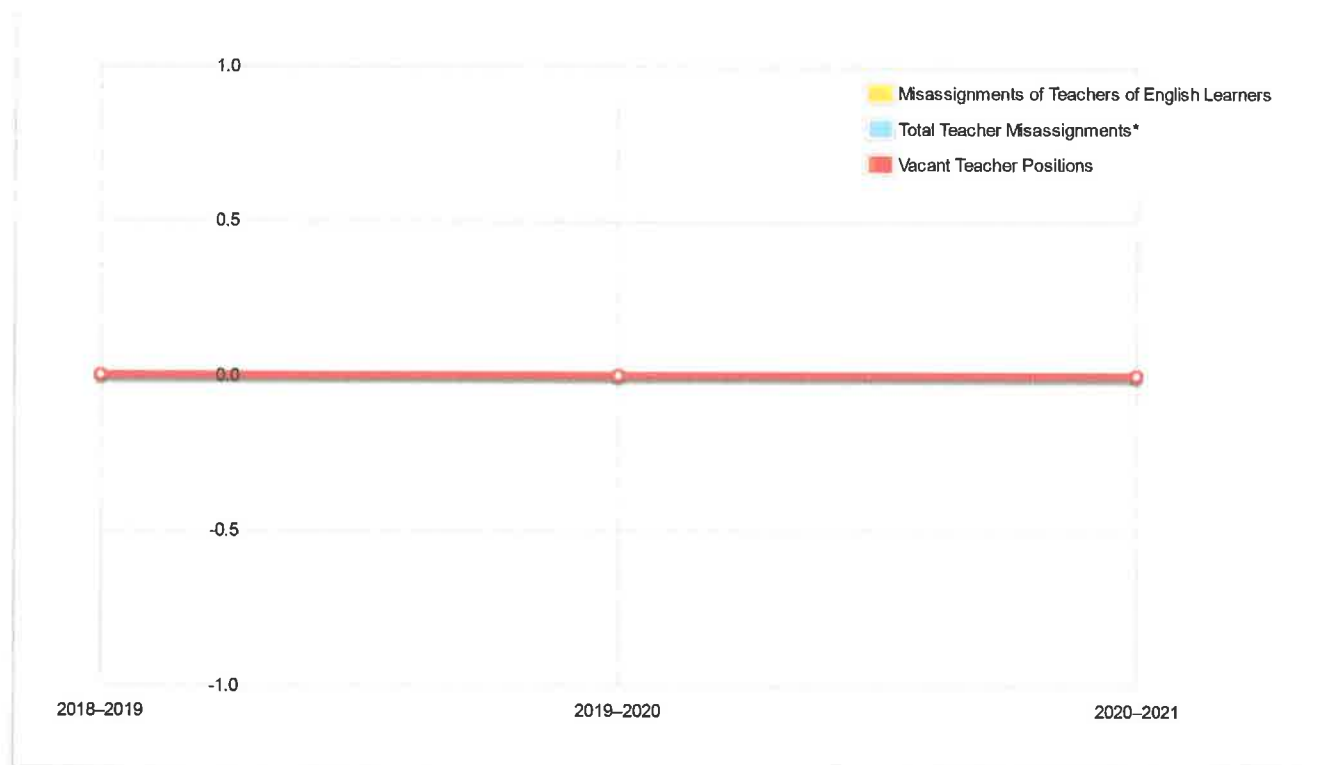
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



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
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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%

State Priority: Other Pupil Outcomes*Last updated: 1/19/2021*

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 through online meetings.

Last updated: 1/19/2021

State Priority: Pupil Engagement

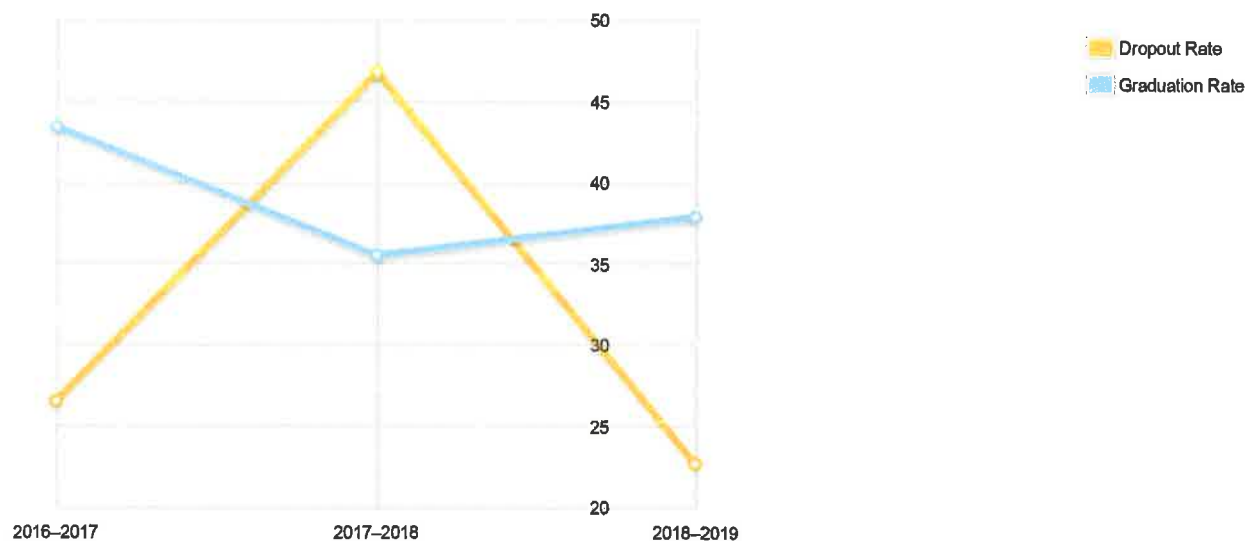
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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%
School 2018–2019	7.10%	0.20%
District 2017–2018	7.10%	0.20%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

State

2017–2018

Suspensions and Expulsions for School Year 2019–2020 Only

State

(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 * 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.

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
Number of Classes * 23-32	0	0	1	1
			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, WIC, 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

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SOUL Governing Council Principal's Report February 9, 2020

	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	TOTALS
Enrollment By Grade	8	30	51	59	148

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Enrollment by Gender	64	84	148

Enrollment by Ethnicity		%
Hispanic	123	83.1%
African American	11	7.4%
Asian	4	2.7%
White	8	5.4%
Middle Eastern	1	0.7%
American Indian	1	0.7%
Total	148	100%

Special Populations

Teen Parent	11	7.4%
Special Needs	12	8.1%
English Learners	10	6.8%
Homeless	13	8.8%
Foster/Group Home	3	2.0%

Updates

Fall Semester Summary
 Support Services for Parents and Students
 COVID Testing and Vaccinations
 WASC Notification Letter
 Interact/Leadership - Larry Metzler
 Preparing our Seniors for Post Secondary
 Planning for 2021-2022
 Local Control and Accountability Plan Process