



FRESNO ECONOMIC OPPORTUNITIES COMMISSION
SOUL GOVERNING COUNCIL MEETING
SOUL- Ring Central

<https://v.ringcentral.com/join/668281134>

Ring Central Call-in Phone Number (623) 404-9000

**Tuesday February 15, 2022
8:30 - 10:00 AM**

Agenda

		<u>Presenter</u>	<u>Motion</u>	<u>Page</u>
I.	CALL MEETING TO ORDER	<i>Dr. Terry Allen</i>		
II.	ROLL CALL	<i>Commissioner Rodgers</i>		
III.	APPROVAL OF DECEMBER 14, 2021 MINUTES	<i>Dr. Terry Allen</i>	<i>Approve</i>	<i>2</i>
IV.	2022-2023 SAFE SCHOOL PLAN	<i>Susan Lopez</i>	<i>Approve</i>	<i>4</i>
V.	2021-22 SCHOOL ACCOUNTABILITY REPORT CARD	<i>Susan Lopez</i>	<i>Ratify</i>	<i>35</i>
VI.	SOUL UPDATES: PRINCIPAL REPORT	<i>Susan Lopez</i>	<i>Information</i>	<i>70</i>
VII.	INTERACT CLUB UPDATES	<i>Patricia Billeadeau</i>	<i>Information</i>	
VIII.	OTHER BUSINESS			
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, December 14, 2021

MINUTES

I. Meeting called to order by Dr. Terry Allen 8:36 a.m.

II. Roll call facilitated by Commissioner Jimi Rodgers

Voting Members	Present	Excused	Absent	Staff	Present	Excused	Absent	Guests
Terry Allen, Ed.D., Chair Retired Teacher Representative	X			Michelle Tutunjian		X		Patricia Billeadeau Cesar Lucero
Edward Avila, Fresno EOC Commissioner	X			Emilia Reyes		X		
Jerome Countees, Fresno EOC Commissioner			X					
Jeff Davis, Training and Employment Director, Fresno EOC Training	X							
Larry Metzler, Cultural Arts Rotary Interact Club	X							
Mike Petrovich Ph.D, Retired Mental Health Representative	X							
Chuck Riojas, Community Member	X							
Jimi Rodgers, Fresno EOC Commissioner	X							
Jeanne Starks, Retired Law Enforcement Juvenile Probation			X					
Jane Thomas, Director EOC Health Services, Julio Romero (Alternate)			X					
Benita Washington, FSU Social Worker Representative			X					
Parent Rep Maria Amaro Morales, Vice Chair			X					
Student Rep's Daniel Gamez, Leah Soliz (2)			X					
Alternate Student Rep Sunshine Frausto			X					
Rena Failla, Staff Representative	X							
Courtney Griffin, Staff Representative	X							
Sam Hairston, Staff Representative- Career Services	X							
Sandy Lomelino, Staff Representative. Coordinator of Curriculum	X							
Susan Lopez, Staff Representative Principal	X							

III. **Approval of Minutes**

The October 12, 2021 minutes were approved as read. M/S/C Lopez/Rodgers

IV. **Educator Effectiveness Block Grant**

The Educator Effectiveness Block Grant (EEBG) under Title II of the federal funding Every Student Succeeds Act is to support professional development for teachers, administrators and classified staff. The funding may be expended over a 5- year period. Once the \$52,940 is granted to Fresno EOC SOUL a portion of the grant will be used during the 2021-2022 for coaching and mentoring, and sending a group of our teachers and staff to attend the California Charter Schools Conference. A motion was made to approve the Educator Effectiveness Block Grant. M/S/C Metzler/Rodgers

V. **Principal's Report**

Susan Lopez highlighted the enrollment information and other activities as stated on the Principal's report. Lopez also shared that she expects enrollment to increase in January with students from the traditional schools needing to make a change to receive more individualized academic attention and support.

VI. **SOUL: Graduation 2021**

Susan Lopez announced that SOUL's first Winter Commencement Ceremony will be held for 22 graduating seniors on, December 15th and December 16th from 9:00 am – 3:00 pm both days. Each SOUL graduate will be honored with their own ceremony that will last approximately 15 minutes.

VII. **Interact Club Update**

Patricia Billeadeau shared that SOUL staff and Interact Club students decorated over 50 Christmas wreaths and delivered them to the residents at the Health Care Center of Fresno on December 3rd. Each graduating senior will receive a backpack filled with school supplies, personal items and snacks as a graduation gift. The Interact Club students also wrapped Toys for Tots gifts that were given to our pregnant and parenting teens.

VIII. Other Business

Terry Allen shared the next scheduled meeting will be held on February 8, 2022

IX. Public Comment

None heard.

X. Adjournment of Meeting

The meeting adjourned at 8:55 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary



SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: February 15, 2022	Program: School of Unlimited Learning
Agenda Item #: IV	Director: Susan Lopez
Subject: 2022-2023 Safe School Plan	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Governing Council approval of the proposed School of Unlimited Learning's (SOUL) 2022-2023 Safe School Plan.

Background

Each school year, charter schools are required by their chartering agency to submit a Safe School Plan for the following school year. SOUL's Safe School Plan is developed each year using the Fresno Unified School District template for all schools within the district. 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 2022-2023 Safe School Plan must be approved and submitted to Fresno Unified School District prior to March 1, 2022



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: 2022 TO 2023**

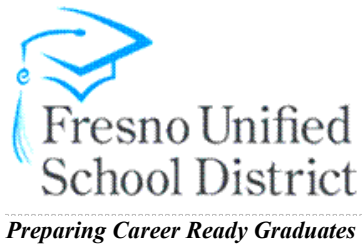
FUSD Core Belief: A safe learning and working environment is crucial to student learning.

Contact Person: Courtney Griffin

Position: Safe School Plan Coordinator

Telephone Number: 559-500-0954

E-Mail address: Courtney.griffin@fresnoeoc.org



Fresno Unified School District Comprehensive Safe School Plan

Board of Education

Elizabeth Jonasson Rosas, Board President

Genoveva Islas, Clerk

Claudia Cazares

Valerie Davis,

Keisha Thomas

Major Terry Slatik USMC (Retired)

Superintendent of Schools

Robert G. Nelson, Ed. D

Executive Officer, Health Services, Safety and Emergency Response

Amy Idsvoog

Executive Director, Risk Management

Andrew De La Torre

District Manager II, Emergency Planning/Crisis Response

Armand Chavez

March 2022

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, Emergency Response Manager, 559-443-9644, as quickly as possible. Vanessa will respond immediately and alert the appropriate members of the District Safety Team.

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:

- ✓ 2022-2023 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)
- ✓ 2022-2023 Lockdown drill – Four times per school year, One per quarter. – (before school, after school, lunch time and instructional time).
- ✓ 2022-2023 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle school level and two times at the high school)
- ✓ 2022-2023 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	Susan Lopez	559-500-5076
	1. Alternate	Courtney Griffin	559-500-0954
	2. Alternate	Rena Faila	559-500-0961
Planning/Intelligence	Office Manager	Marilyn Wheeler	559-500-0947
	1. Alternate	Susan Hernandez	559-777-7966
	2. Alternate	Patricia Billeadeau	559-777-7956
Operations	Principal	Susan Lopez	559-500-5076
	1. Alternate	Courtney Griffin	559-500-0954
	2. Alternate	Rena Faila	559-909-4649
Logistics	Plant Coordinator	Susan Lopez	559-500-5076
	1. Alternate	Marilyn Wheeler	559-500-0947
	2. Alternate	Rena Faila	559-500-0961
Administration/Finance	Financial Officer	Leticia Rodriguez	559-263-1300
	1. Alternate	Jim Rodriguez-CFO	559-263-1300
	2. Alternate	Susan Lopez	559-500-5076
Other	Curriculum Coordinator	Sandy Lomelino	559-500-0980

	1. Alternate	Luis Baca	559-500-5046

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 illuminates 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)	A		
Playground equipment safe and fall-protection material placed on the ground below equipment	N/A		
Athletic facilities & external building are secured & illuminated at night	N/A		
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	N/A		
Bike racks secured and placed in a locked cage	N/A		
Gym bleachers are safe and in working condition	N/A		
<i>Interior of School</i>	<i>Checked & in order</i>	<i>Needs Attention</i>	<i>J-Order in process</i>
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)	N/A		
<i>Classroom</i>	<i>Checked & in order</i>	<i>Needs Attention</i>	<i>J-Order in process</i>
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	X		
<i>Equipment Needs</i>	<i>Have enough</i>	<i>Need</i>	<i>How many?</i>
Vests	X		
Radios	X		
Crossing guard signs	X		
Cones for parking	X		
Caution signs	X		

Golf carts	N/A		
First aid kits	X		
Other			

BP 2250 Principal's Designee

NOTES:

DRAFT

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

Contact Person: Susan Lopez Phone: 559-500-5076

Secondary Alternate Site

All Staff and Students 9th-12th
Dickey Playground
1515 E. Divisadero St.
Fresno, Ca. 93701

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
Susan Lopez	Administrator	Principal, Assistant Principal or Designee	Rena Faila
Michael Allen	Mental Health Professional	School Psychologist or Student Assistants, (SAP) Counselor, Counselor Trained in Threat Assessment	Rena Faila
Courtney Griffin	Law Enforcement	Security Staff	
Marilyn Wheeler	Principal Secretary	School Social Worker or other staff determined by the principal	

BP 2250 Principal's Designee
Ed Code 7 Delegate of Powers
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 **2022-2023** school year at _____ School.

CPR/AED	FIRST AID	Expiration	NAME	TITLE	Room/Phone
X	X	08/23	Susan Lopez	Principal	(559) 500-5076: Principal's Office
X	X	08/23	Rena Failla	Guidance Counselor Coordinator	(559) 500-0961: Head Counselor Office
X	X	08/23	Courtney Griffin	Guidance Dean	(559) 500-0954: Guidance Counselor Office
X	X	08/23	Marilyn Wheeler	Office Manager	(559) 500-0947: Administrative Assistant Office
X	X	08/22	Nicolas Rodriguez	Teacher	(559) 500-5049: Room 1
X	X	08/23	Sam Hairston	Career Guidance Counselor	(559) 777-7943: Career Counselor Office
X	X	08/23	Mike Potts	Case Manager	(559) 777-5593: Case Manager Office
X	X	08/23	Joseph Turner	Teacher	(559) 500-0981: Room 2
X	X	08/23	Shannon Sani	Teacher	(559) 500-5085: Room 4
X	X	08/23	Luis Baca	Teacher	(559) 500-5046: Room 3
X	X	08/23	Michael Cantu	Teacher	(559) 500-5047: Room 1
X	X	08/22	Sandy Lomelino	Curriculum Coordinator	(559) 500-0980: Curriculum Office
X	X	08/23	Mong Vang	Case Manager	(559) 777-5719: Case Manager Office 2 nd floor
X	X	08/23	Kathy Vertson	Teacher	(559) 500-5057: Room 3
X	X	03/23	John Koontz	Teacher	(559) 777-5081: Theater
X	X	08/23	Gladys Banda	Teacher	(559) 777-5129: Theater
X	X	08/23	Alex Acedo	Teacher	(559) 500-5001: Room 2
X	X	08/23	Patricia Billeadeau	Data Resource Specialist	(559) 777-7956: 1 st floor
X	X	08/	Gloria Rodriguez	Attendance Secretary/Home School Liaison	(559) 570-0576: Front Reception

		23			
X	X	08/23	Michael Allen	Social Emotional Coordinator	(559) 570-0457 Support Services Office
x	X	08/23	Viviana Huerta	Career Services Technician	(559) 549-9011 Support Services Office
X	X	08/23	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.

NAME	TITLE
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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	Room/Phone
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 **2022-2023** school year at the School of Unlimited Learning..

NAME	TITLE	ROOM/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
Interpandemic Period <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. <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.	Strengthen influenza pandemic preparedness at all levels. Closely monitor human and animal surveillance data. Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.	Ensure that staff members and students are trained in preventative measures such as respiratory etiquette and universal precautions. Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines and report rapidly as required.

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 Vanessa Ramirez, 559-443-9644.

- Designate office staff who will document actions taken.
 - Working with Vanessa Ramirez, 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) 2 for 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	Data and Resource Specialist	g
Mong Vang	Gloria Rodriguez	Case Manager	b
Sandy Lomelino	Mike Potts	Curriculum Coordinator	d
Michael Cantu	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 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 Vanessa Ramirez, Emergency Response Manager, or designee is authorized to release information. **All other personnel should cordially refer the media to the Communications 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).

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

Per Board Policy 6114.1 *The principal shall also hold fire drills at least once a month at the elementary and intermediate level, and not less than three times every school year at the secondary level. (At least one drill during the time of: before/after school, lunch, instructional time).*

2022-2023 Fire Drill Schedule

Month	Date	Time		
July				
August				
September				
October	October 13, 2022	11:00 a.m. (Instructional Time)		
November				
December				
January	January 28, 2023	12:30 p.m. (Lunch)		

February			
March			
April	April 22,2023	3:15 p.m. After School	
May			
June			June

2022-2023 Lockdown Drill Schedule / 4 Drills for the School Year

Semester	Date	Time	
Before School	September 15, 2022	7:15 p.m.	
Lunch	November 30,2022	12:15 p.m.	
Instructional Time	February 25, 2023	11:55 a.m.	
After School	April 19 2023	2:30 p.m.	

2022-2023 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 2022 – Great California Shake Out	October 20, 2022 10:20 a.m..		
March 11, 2023	2:20 p.m.		

2022–2023 Reunification Drill

First Semester	Date	Time	
	November 8, 2022	12:15 p.m.	
Second Semester	Date	Time	
	February 4, 2023	240 p.m	

As soon as the drill is completed fill out the Drill Reporting Template that has been sent out to the Safety Coordinator for your site.

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.

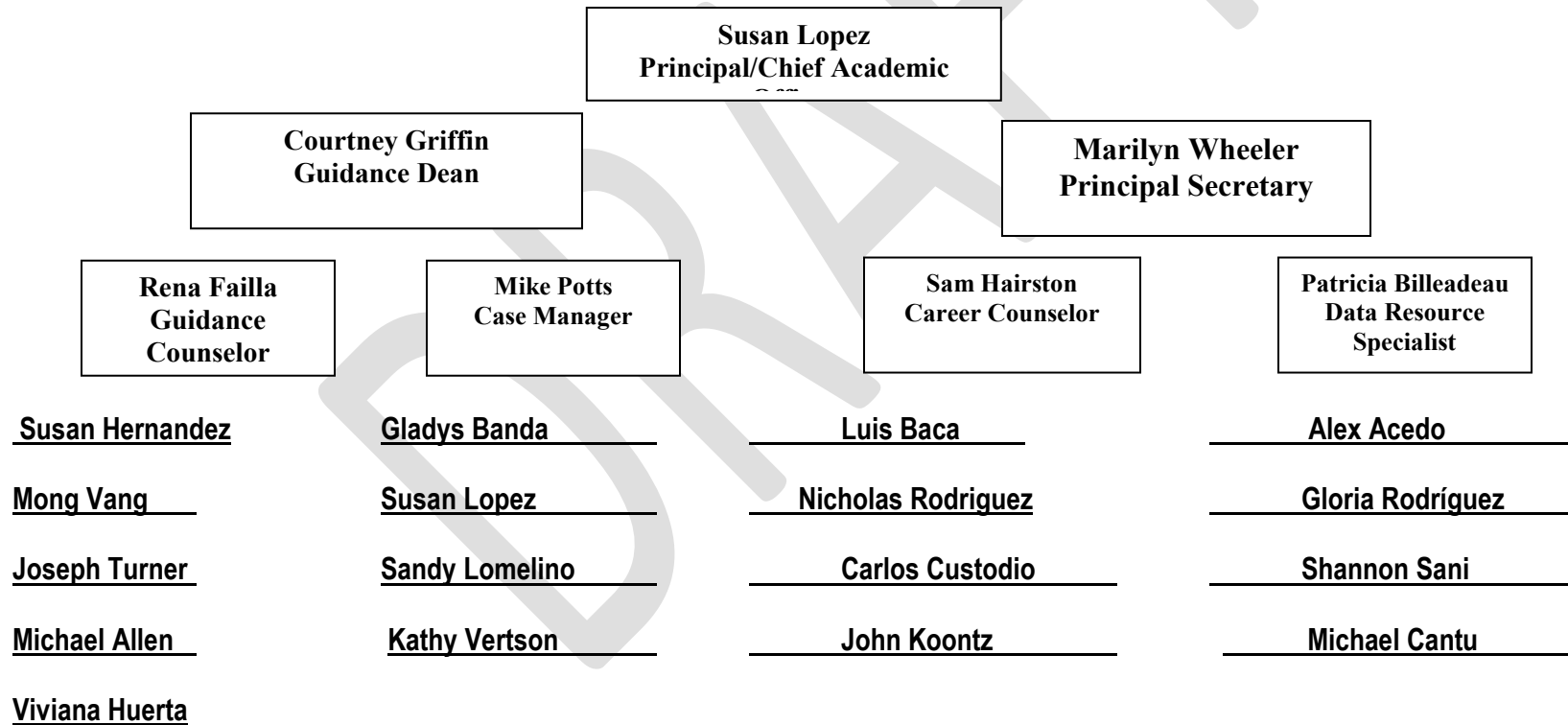
1. Imminent Danger Signal – A verbal Lockdown call will be made over the PA system and over the two-way radios to signal staff to lock down. Remember, ***RUN-HIDE-FIGHT*** in the event of an Active Assailant. ***RUN:*** If a safe path is available. ***HIDE:*** If you cannot get out safely. ***FIGHT:***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



Campus Visibility Deployment of Staff

[illegible]

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: _____.

Attested:

Susan Lopez
School Principal

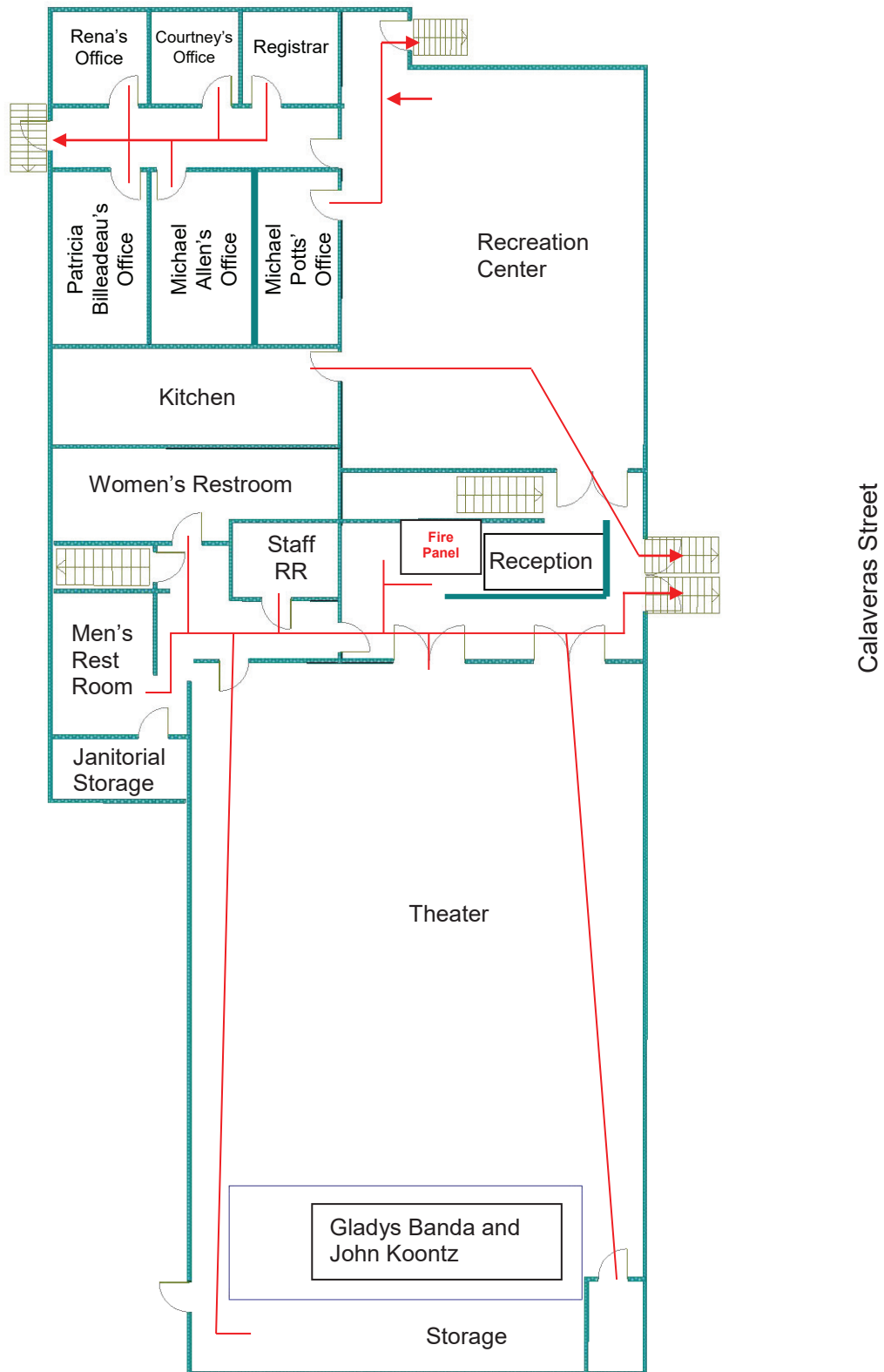
Signature

Date

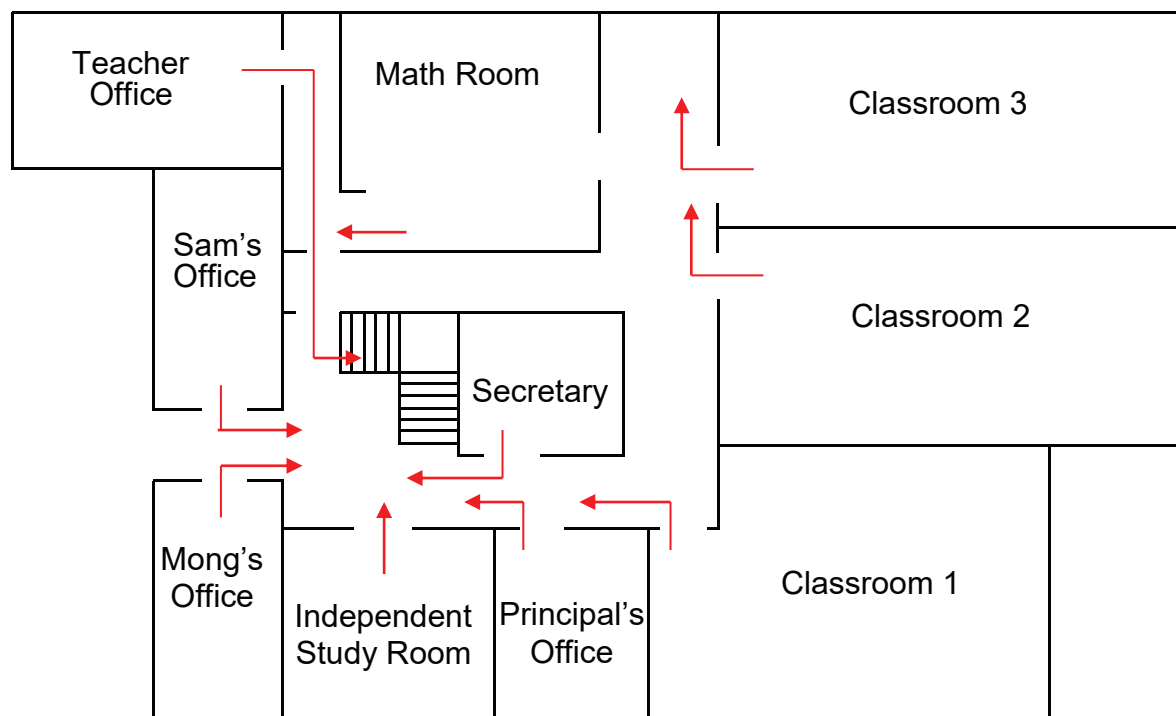
Terry Allen, Ed.D
Governing Council Chair

Signature

Date



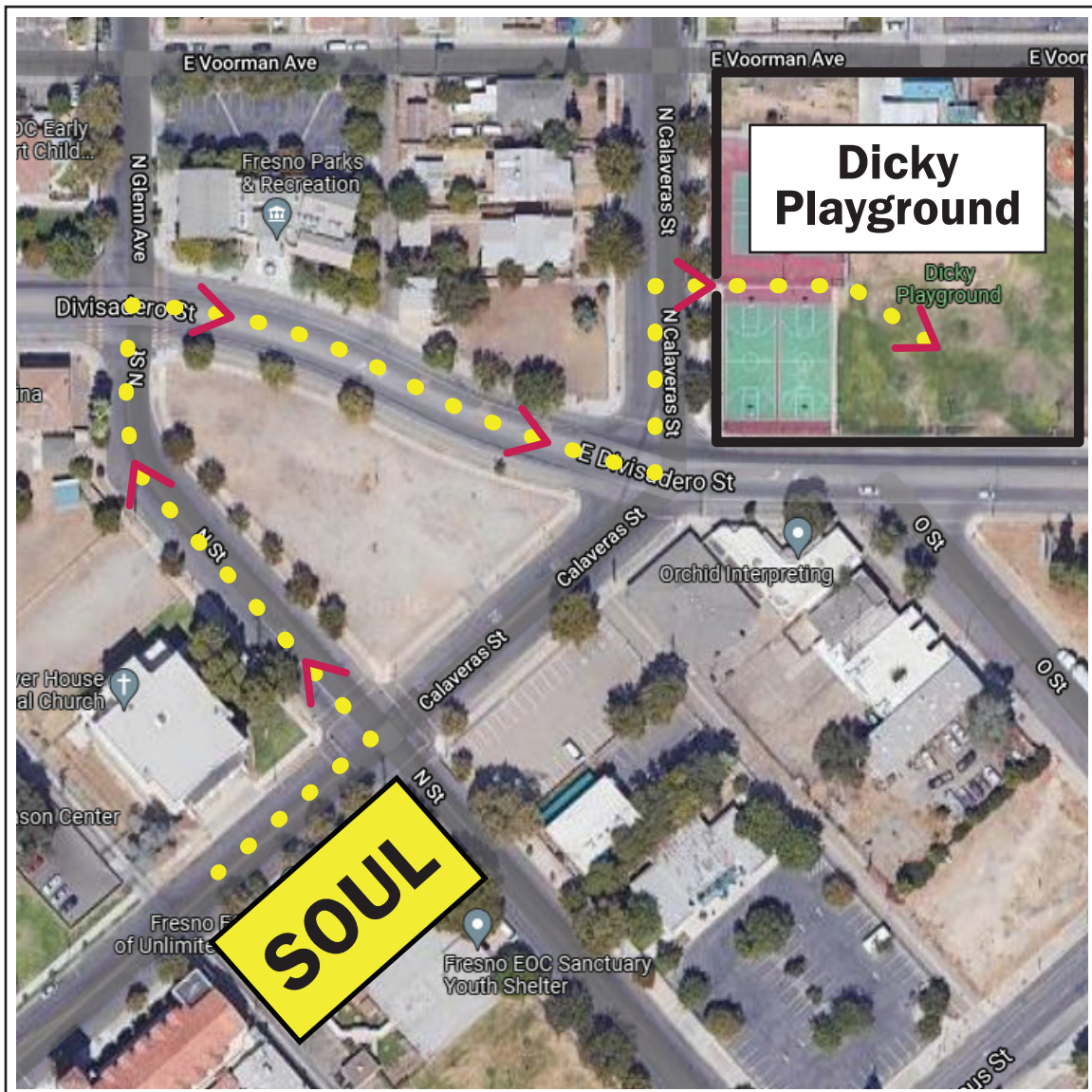
Sanctuary Youth Center / School of Unlimited Learning
1st Floor — Fire Escape Diagram



**Sanctuary Youth Center / School of Unlimited Learning
2nd Floor — Fire Escape Diagram**

**Fresno EOC School of Unlimited Learning (SOUL)
2022-2023 Safe School Plan**

Off Campus Evacuation Map



From SOUL:

Fresno EOC School of Unlimited Learning
2336 Calaveras Street
Fresno CA, 93721

Evacuate to:

Dicky Playground
1515 E. Divisadero Street
Fresno, CA 93701



SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: February 15, 2022	Program: School of Unlimited Learning
Agenda Item #: V	Director: Susan Lopez
Subject: 2020-2021 School Accountability Report Card	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Governing Council ratification of the School of Unlimited Learning's 2020-2021 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, and 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 SARC.

Conclusion

Upon Council's ratification, the SARC will be posted on Fresno EOC's website at website at www.fresnoeoc.org/soul.

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

School of Unlimited Learning

Address: 2336 Calaveras St., Fresno, CA 93721

Phone: 559-500-5076

Principal: Susan Lopez

Grade Span: 9-12

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Internet Access

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name: Fresno Unified	[DPC]
Phone Number: 559-457-3000	[DPC]
Superintendent: Bob Nelson	[DPC]
Email Address: bob.nelson@fresnounified.org	[DPC]
Website: http://www.fresnounified.org	[DPC]

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name: School of Unlimited Learning	[DPC]
Street: 2336 Calaveras St.	[DPC]
City, State, Zip: Fresno, CA 93721	[DPC]
Phone Number: 559-500-1352	[DPC]
Principal: Susan Lopez	[DPC]
Email Address: susan.lopez@fresnoeoc.org	[DPC]
Website: http://www.fresnoeoc.org/soul	[DPC]
County-District-School Code: 106120661030642	[DPC]

Table 3: School Description and Mission Statement (School Year 2021–2022)

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 20, 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 traditionally offers both a classroom-based program and a non-classroom-based program. Both programs are located at the EOC Sanctuary Youth Center at 2336 Calaveras Street. SOUL is currently offering a 100% non-classroom based program for core subjects and classroom-based elective classes due to the pandemic. SOUL's teaching staff consists of 11 full-time, fully-credentialed teachers with approximately 180 students 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 are assigned a case manager to assist in addressing family, social, and community issues beyond the scope of the educational program requirements. In addition, SOUL offers a social/emotional specialist for those students dealing with complex issues. SOUL also offers a Career Center where two designated staff work with job skill programs and college preparation.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	31
Grade 10	35
Grade 11	50
Grade 12	70
Total Enrollment	186

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	59%
Male	41%
Non-Binary	0
American Indian or Alaska Native	.5%
Asian	1%
Black or African American	11%
Filipino	0
Hispanic or Latino	80%
Native Hawaiian or Pacific Islander	.5%
Two or More Races	n/a
White	6%
English Learners	5%
Foster Youth	1%
Homeless	8%
Migrant	0
Socioeconomically Disadvantaged	100%
Students with Disabilities	9%

A. Conditions of Learning

State Priority: Basic

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

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

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	100%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	0		[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0		[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0		[DPC]	[DPC]	[DPC]	[DPC]
Unknown	0		[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	10		[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2019–2020)**

Authorization/Assignment	Number
Permits and Waivers	n/a
Misassignments	n/a
Vacant Positions	n/a
Total Teachers Without Credentials and Misassignments	n/a

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2019–2020)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	n/a
Local Assignment Options	n/a
Total Out-of-Field Teachers	n/a

12/

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	12/2021	Yes	0
Mathematics	12/2021	Yes	0
Science	12/2021	Yes	0
History-Social Science	12/2021	Yes	0
Foreign Language	12/2021	Yes	0
Health	12/2021	Yes	0
Visual and Performing Arts	12/2021	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

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

Table 11: School Facility Conditions and Planned Improvements

Site walkthrough and FIT report show school site is in good condition. All 6 classrooms are free of issues. Plumbing, heating, and electrical is in good condition. In addition, all work areas have disinfecting stations in place and air purifiers to help combat the COVID-19 pandemic.

Table 12: School Facility Good Repair Status

Using the **most recently collected** 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: 10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			none
Interior: Interior Surfaces	X			none
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			none
Electrical: Electrical	X			none
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			none
Safety: Fire Safety, Hazardous Materials	X			none
Structural: Structural Damage, Roofs	X			none
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			none

Overall Facility Rate

Year and month of the most recent FIT report: 10/2021

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** 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.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	169	0	0	0	0
Female	97	--	--	--	--
Male	71	--	--	--	--
American Indian or Alaska Native	1	--	--	--	--
Asian	5	--	--	--	--
Black or African American	14	--	--	--	--
Filipino	0	--	--	--	--
Hispanic or Latino	139	--	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--
Two or More Races	0	--	--	--	--
White	8	--	--	--	--
English Learners	11	--	--	--	--
Foster Youth	4	--	--	--	--
Homeless	19	--	--	--	--
Military	0	--	--	--	--
Socioeconomically Disadvantaged	158	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--
Students with Disabilities	14	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

**Table 16: CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	169	0	0	0	0
Female	97	--	--	--	--
Male	71	--	--	--	--
American Indian or Alaska Native	1	--	--	--	--
Asian	5	--	--	--	--
Black or African American	14	--	--	--	--
Filipino	0	--	--	--	--
Hispanic or Latino	139	--	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--
Two or More Races	0	--	--	--	--
White	8	--	--	--	--
English Learners	11	--	--	--	--
Foster Youth	4	--	--	--	--
Homeless	19	--	--	--	--
Military	0	--	--	--	--
Socioeconomically Disadvantaged	158	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--
Students with Disabilities	14	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	169	152	90%	10%	15%
Female	97	91	94%	6%	17%
Male	71	61	86%	14%	13%
American Indian or Alaska Native	1	--	--	--	--
Asian	5	--	--	--	--
Black or African American	14	11	79%	21%	13%
Filipino	0	--	--	--	--
Hispanic or Latino	139	132	95%	5%	14%
Native Hawaiian or Pacific Islander	0	--	--	--	--
Two or More Races	NA	--	--	--	--
White	8	--	--	--	--
English Learners	11	10	91%	9%	8%
Foster Youth	4	--	--	--	--
Homeless	19	16	84%	16%	15%
Military	0	--	--	--	--
Socioeconomically Disadvantaged	158	145	92%	8%	14%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	86%	14%	12%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): [DPL]

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	169	152	90%	10%	16%
Female	97	91	94%	16%	17%
Male	71	61	86%	14%	13%
American Indian or Alaska Native	1	--	--	--	--
Asian	5	--	--	--	--
Black or African American	14	11	79%	21%	14%
Filipino	0	--	--	--	--
Hispanic or Latino	139	132	95%	5%	15%
Native Hawaiian or Pacific Islander	0	--	--	--	--
Two or More Races	0	--	--	--	--
White	8	--	--	--	--
English Learners	11	10	91%	9%	10%
Foster Youth	4	--	--	--	--
Homeless	19	16	84%	16%	16%
Military	0	--	--	--	--
Socioeconomically Disadvantaged	158	145	92%	8%	15%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	86%	14%	11%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**Table 19: 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 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
Science (grades 5, 8 and high school)	N/A	NA	N/A	0	N/A	[DPC]

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	169	0	0	0	0
Female	97	[DPC]	[DPC]	[DPC]	[DPC]
Male	71	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

SOUL offers a variety of career exploration opportunities to its students.

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	NA

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	17

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

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. Due to the current pandemic, SOUL has 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 2021/2022 school year and resulted in a high success rate of students who were required to complete the 2020/2021 school year in a hybrid 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 curriculum and staffing needs to ensure that all students had full access to quality instruction. Parent training was provided through online meetings.

State Priority: Pupil Engagement

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

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

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2018– 2019	District 2019– 2020	District 2020– 2021	State 2018– 2019	State 2019– 2020	State 2020– 2021
Dropout Rate	22.7%		[DPC]	10.3%	[DPC]	[DPC]	9.6%	[DPC]	[DPC]
Graduation Rate	37.9%	53.5%	59.6%	84.2%	85.2%	81.1%	84.5%	84.2%	83.6%

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	62	36	59.6%
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	169	NA	NA	NA
Female	97	[DPC]	[DPC]	[DPC]
Male	71	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
Suspensions	[DPC]	0	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	0	0				

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	[DPC]	[DPC]	[DPC]
Expulsions	0	[DPC]	[DPC]

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	169	0
Female	97	0
Male	71	0
Non-Binary	--	0
American Indian or Alaska Native	[DPC]	0
Asian	[DPC]	0
Black or African American	[DPC]	0
Filipino	[DPC]	0
Hispanic or Latino	[DPC]	0
Native Hawaiian or Pacific Islander	[DPC]	0
Two or More Races	[DPC]	0
White	[DPC]	0
English Learners	[DPC]	0
Foster Youth	[DPC]	0
Homeless	[DPC]	0
Socioeconomically Disadvantaged	[DPC]	0
Students Receiving Migrant Education Services	[DPC]	0
Students with Disabilities	[DPC]	0

Table 32: School Safety Plan (School Year 2021–2022)

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 are screened for COVID-related symptoms 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.

Staff sanitize student desks at the end of each in-person meeting.

Home COVID-19 Rapid Antigen tests are available for staff and students.

D. Other SARC Information

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

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	[DPC]	[DPC]	[DPC]
1	NA	[DPC]	[DPC]	[DPC]
2	NA	[DPC]	[DPC]	[DPC]
3	NA	[DPC]	[DPC]	[DPC]
4	NA	[DPC]	[DPC]	[DPC]
5	NA	[DPC]	[DPC]	[DPC]
6	NA	[DPC]	[DPC]	[DPC]
Other**	NA	[DPC]	[DPC]	[DPC]

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	[DPC]	[DPC]	[DPC]
1	NA	[DPC]	[DPC]	[DPC]
2	NA	[DPC]	[DPC]	[DPC]
3	NA	[DPC]	[DPC]	[DPC]
4	NA	[DPC]	[DPC]	[DPC]
5	NA	[DPC]	[DPC]	[DPC]
6	NA	[DPC]	[DPC]	[DPC]
Other**	NA	[DPC]	[DPC]	[DPC]

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	[DPC]	[DPC]	[DPC]
1	NA	[DPC]	[DPC]	[DPC]
2	NA	[DPC]	[DPC]	[DPC]
3	NA	[DPC]	[DPC]	[DPC]
4	NA	[DPC]	[DPC]	[DPC]
5	NA	[DPC]	[DPC]	[DPC]
6	NA	[DPC]	[DPC]	[DPC]
Other**	NA	[DPC]	[DPC]	[DPC]

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Table 36: 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	Number of Classes* 33+
English Language Arts	7	26	7	23
Mathematics	8	18	8	17
Science	9	0	9	12
Social Science	12	0	10	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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9	24	0	0
Mathematics	10	16	0	0
Science	12	9	1	0
Social Science	11	13	1	0

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

Table 38: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	24	0	0
Mathematics	10	16	0	0
Science	12	9	0	0
Social Science	11	13	0	0

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

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	90.1

*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.

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

*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.

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12694.35	\$625.56	\$12,068.78	\$55,000
District	N/A	N/A	--	\$82,576
Percent Difference – School Site and District	N/A	N/A	--	67%
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

School data have revealed a strong correlation between student connectedness and positive attendance and behavior.

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 2019/2020 school year SOUL continued to seek ways to expand course offerings to increase student interest and learning. SOUL has moved to a hybrid Independent Study/Classroom schedule to accommodate student needs and to work around the current pandemic. 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. SOUL provides student incentives to promote attendance and student achievements. Students are recognized throughout the year for their academic achievements, attendance participation and community service. SOUL provides weekly Success for Life training to its students, focusing on mindfulness, emotional intelligence, and taking responsibility for one's actions.

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

The COVID-19 pandemic has drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access, not just education, but all basic services as well. The pandemic has impacted SOUL families through widespread unemployment and increased existing challenges such as food insecurity and access to technology/connectivity. Families and students alike were adversely affected by the current pandemic. SOUL continues to address student needs on a one-on-one scenario. SOUL will continue to align instructional decision-making to the directives of public health experts at the local, county, and state levels.

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Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses: [DPC]

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	[DPL]	[DPL]	[DPL]

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	169	0	[DPC]	[DPC]	[DPC]
Female	97	[DPC]	[DPC]	[DPC]	[DPC]
Male	71	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	169	[DPC]	[DPC]	[DPC]	[DPC]
Female	97	[DPC]	[DPC]	[DPC]	[DPC]
Male	71	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name(s): [DPL]

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	169	158	93.5%	6.5%	16%
Female	97	92	94.8%	5.2%	--
Male	71	66	92.9%	7.1%	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	169	158	93.5%	6.5%	16%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	169	158	93.5%	6.5%	8.1%
Female	97	92	94.8%	5.2%	4.9%
Male	71	66	92.9%	7.1%	13.0%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

SOUL Governing Council Principal's Report - February 15, 2022

	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	TOTALS
Enrollment By Grade	31	35	50	70	186

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Enrollment by Gender	76	110	186

Enrollment by Ethnicity		%
Hispanic	149	80.1%
African American	1	0.5%
Asian	2	0.3%
White	11	5.9%
Middle Eastern	2	1.1%
Pacific Islander	1	0.5%
American Indian	1	0.5%
Total	186	100%

Special Populations

Teen Parent	10	5.4%
Special Needs	16	8.6%
English Learners	10	5.4%
Homeless	15	8.1%
Foster/Group Home	2	1.1%
2021 Graduates	25	13%

Updates

COVID Testing and Vaccinations
ESSER III Notification Letter
Interact/Leadership - Larry Metzler
Graduation 2021