

SOUL GOVERNING COUNCIL MEETING
Sanctuary Recreation Room
2336 Calaveras Street
Fresno, CA 93721
Tuesday, February 7, 2023
8:30 a.m.

AGENDA

	<u>Presenter</u>	<u>Motion</u>	<u>Page</u>
1. <u>CALL TO ORDER</u>	Dr. Terry Allen		
2. <u>ROLL CALL</u>	Commissioner Rodgers		
3. <u>APPROVAL OF MINUTES</u> December 6, 2022 Meeting Minutes	Dr. Terry Allen	Approve	1
4. <u>INTRODUCTION OF NEW MEMBERS</u>	Susan Lopez	Information	
5. <u>2023-2024 SAFE SCHOOL PLAN</u>	Susan Lopez	Approve	3
6. <u>2021-2022 SCHOOL ACCOUNTABILITY REPORT CARD</u>	Susan Lopez	Approve	30
7. <u>SOUL UPDATE: PRINCIPAL REPORT</u> <ul style="list-style-type: none">WASC Accreditation and Charter Renewal Process	Susan Lopez	Information	58
8. <u>OTHER BUSINESS</u>	Dr. Terry Allen		
The next Governing Council meeting is scheduled for March 14, 2023.			
9. <u>PUBLIC COMMENTS</u> (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).			
10. <u>ADJOURNMENT</u>			

**FRESNO EOC SCHOOL OF UNLIMITED LEARNING
GOVERNING COUNCIL MEETING
Sanctuary Recreation Room
Tuesday, December 2, 2022
MINUTES**

1. Meeting called to order by Dr. Terry Allen 8:32 a.m.
2. Roll call facilitated by Benita Washington.

Voting Members	Present	Excused	Absent	Staff	Present	Excused	Absent	Non-Voting Member	Present	Excused	Absent	Guests
Terry Allen, Ed.D., Chair, Retired Teacher Representative	X			Michelle Tutunjian	X			Felicia Olais			X	Jim Rodriguez, Fresno EOC Chief Financial Officer Steve Warnes, Fresno EOC Controller Jay Zapata, Fresno EOC Finance Director Danielle Flores, former SOUL student
Benita Washington, Vice Chair, FSU Social Worker Representative	X			Emilia Reyes		X						
Jimi Rodgers, Secretary, Fresno EOC Commissioner	X											
Edward Avila, Fresno EOC Commissioner			X									
Larry Metzler, Cultural Arts Rotary Interact Club Advisor	X											
Chuck Riojas, Community Member			X									
Jeanne Starks, Retired Law Enforcement Juvenile Probation	X											
Jane Thomas, Director EOC Health Services, (Alternate) Jose Romero	X											
Parent Rep Maria Amaro Morales,			X									
Student Rep's Eliyanna Falcon Clarissa Burrill (2)	X											
Alternate Student Rep	X											
Susan Lopez, Staff Representative, Principal	X											
Rena Failla, Staff Representative, Guidance Coordinator	X											
Courtney Griffin, Staff Representative, Guidance Dean	X											
Ly Ngin, Staff Representative, College and Career Counselor	X											
Sandy Lomelino, Staff Representative, Coordinator of Curriculum & Instruction	X											
Nicholas Rodriguez, Teacher Representative,	X											
Patricia Billeadeau, Interact Representative	X											

3. Approval of Minutes

October 18, 2022 SOUL Governing Council Meeting Minutes.

Public Comments: None heard.

Motion by: Lopez **Second by:** Washington

Ayes: Allen, Washington, Romero, Burrill, Falcon, Rodgers, Lopez, Starks, Failla, Griffin, Ngin, Lomelino, Billeadeau.

Nays: None

4. Proposed Teacher Representative, Nicholas Rodriguez

Susan Lopez, SOUL Principal introduced Nicholas Rodriguez as the proposed teacher representative to the Governing Council. The council approved Nicholas as the new teacher representative.

Public Comments: None heard.

Motion by: Lopez **Second by:** Lomelino

Ayes: Allen, Washington, Romero, Burrill, Falcon, Rodgers, Lopez, Starks, Failla, Griffin, Ngin, Lomelino, Billeadeau.

Nays: None

5. Daniella Flores Recognition

Lopez introduced Daniella Flores to the Governing Council members as one of the Focus Forward Stories of Hope recipients. Some of the SOUL staff attended an evening to honor the ten (10) men and women selected that have faced obstacles and persevered. Michelle Tutunjian, Chief Operating Officer and Susan Lopez were honored to present Daniella's story to those in attendance. The Stories of Hope event sponsored by Focus Forward held at Roger Rockas Dinner Theater was an amazing evening of inspiration.

6. SOUL Updates: Principal Report

- Lopez presented the data on SOUL's demographic information for the school enrollment and updates.
- On Monday, December 12, 2022 our graduating seniors will attending a special luncheon to honor them.
- Graduation will be held Wednesday, December 14, 2022 at SOUL from 10:00–11:00 am and 1:00–2:00 pm.
- Lopez shared that SOUL must offer Classroom based instruction to our students beginning Monday, January 9, 2023, in order to be in compliance with our Charter through Fresno Unified School District. SOUL staff met with and surveyed Parents to determine interest for their child to enroll in the classroom-based program. The Council discussed the information presented. Tutunjian, Commissioner Jimi Rodgers and other Council members expressed the necessity for SOUL be compliant with the Charter to resume and maintain a Classroom based program. In addition, SOUL will keep strict notations of all parent requests for transition from the Independent Study program to the Classroom based program or from Classroom based to Independent Study due to extenuating circumstances.

7. Other Business

Jim Rodriguez, Chief Financial Officer introduced Jay Zapata, Finance Director, and Steve Warnes, Controller, and reported on the status of the Faculty Pay Schedule. Fresno EOC Finance administration has met with Fresno County Superintendents office, Human Resources department for consultation, regarding deferment of the teacher's salary. Fresno EOC will draft a deferment payment policy, schedule payroll to come to SOUL and meet with teachers to sign a deferment of salary form. This will be in effect for the spring semester January 2023 – July 2023, and then next year forward August 2023-July 2024.

8. Public Comments

Tutunjian thanked Daniella Flores for sharing her story. It was inspiring and acknowledged the service that Fresno EOC SOUL is able to offer high school aged youth of Fresno County.

Lopez gave each Council member a gift, wished them a Merry Christmas and Happy New Year, and thanked them for their continued dedication and support to SOUL. Dr. Terry Allen, Governing Council Chair thanked SOUL's staff for the amazing job they continue to do.

Dr. Allen announced the next scheduled meeting will be held on Tuesday, February 7, 2023.

9. Adjournment of Meeting

Meeting adjourned at 9:38 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary



SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

Date: February 7, 2023	Program: School of Unlimited Learning
Agenda Item #: 5	Director: Susan Lopez, Principal
Subject: 2023/2024 Safe School Plan	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Governing Council approval of the proposed School of Unlimited Learning's 2023/2024 Safe School Plan.

Background

By March 1st of each school year, California schools are required by their chartering agency to submit a Safe School Plan for the following school year. Attached is the 2023/2024 SOUL Safe School Plan. SOUL's Safe School Plan is developed each year using the Fresno Unified School District template for all schools within Fresno Unified School District.

Fiscal Impact

None

Conclusion

The 2023/2024 SOUL Safe School Plan must be approved and submitted to Fresno Unified School District prior to March 1, 2023.



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: 2023 TO 2024**

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

Veva Islas, Board President

Susan Wittrup, Clerk

Keisha Thomas

Elizabeth Jonasson Rosas

Valerie F. Davis

Andy Levine

Claudia Cazares

Superintendent of Schools

Robert G. Nelson, Ed. D

Executive Officer, Health Services, Safety and Emergency Response

Amy Idsvoog

Executive Director, Risk Management

Stacey Sandoval

District Manager II, Emergency Planning/Crisis Response

Armand Chavez

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 outlined 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:

- ✓ 2023-2024 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)
- ✓ 2023-2024 Lockdown drill – Four times per school year, One per quarter. – (before school, after school, lunch time and instructional time).
- ✓ 2023-2024 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle school level and two times at the high school)
- ✓ 2023-2024 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	559-263-1058
	1. Alternate	Jay Zapata – Director of Finance	559-263-1050
	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)		X	
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		
Students are issued ID badges (grades 7-12)	X		
<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 – Dickey Playground

1515 E. Divisadero St.

Fresno, Ca. 93721

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

Secondary Alternate Site

All Staff and Students 9th-12th

Fresno EOC Early Head Start Child Development Center

1441 E Divisadero St,

Fresno, Ca. 93721

Ed Code 7 Delegate of Powers

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

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

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

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

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

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

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
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	Sandy Lomelino
Courtney Griffin	Law Enforcement	Security Staff	Michael Potts
Marilyn Wheeler	Principal Secretary	School Social Worker or other staff determined by the principal	Susan Hernandez

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 of Unlimited Learning Charter High School.

CPR/AED	FIRSTAID	Expiration	NAME	TITLE	Room/Phone
X	X	08/24	Susan Lopez	Principal	559) 500-5076: Principal's Office
X	X	08/24	Rena Failla	Guidance Counselor Coordinator	(559) 500-0961: Guidance Counselor Coordinator's Office
X	X	08/24	Courtney Griffin	Guidance Dean	(559) 500-0954: Guidance Dean Office
X	X	08/24	Marilyn Wheeler	Senior Administrative Assistant	(559) 500-0947: Administrative Assistant Office
X	X	08/24	Nicolas Rodriguez	Teacher	(559) 500-5049: Room 1
X	X	08/24	Ly Ngin	College and Career Counselor	(559) 549-9011: Career Center Office
X	X	08/24	Michael Potts	Case Manager	(559) 777-5593: Case Manager Office
X	X	08/24	Joseph Turner	Teacher	(559) 500-0981: Room 2
X	X	08/24	Shannon Sani	Teacher	(559) 500-5085: Room 4
X	X	08/24	Luis Baca	Teacher	(559) 500-5046: Room 3
X	X	08/24	Michael Cantu	Teacher	(559) 500-5047: Room 1
X	X	08/24	Sandy Lomelino	Curriculum & Instruction Coordinator	(559) 500-0980: Independent Study Office
X	X	08/24	Mong Vang	Case Manager	(559) 777-5719: Case Manager Office 2 nd floor
X	X	08/24	Kathy Vertson	Teacher	(559) 500-5057: Room 3
X	X	08/24	John Koontz	Teacher	(559) 777-5081: Theater
X	X	08/24	Gladys Banda	Teacher	(559) 777-5129: Theater
X	X	08/24	Alex Acedo	Teacher	(559) 500-5001: Room 2
X	X	08/24	Patricia Billeadeau	Data Resource Specialist	(559) 777-7956: Data Resource Specialist Office
X	X	08/24	Gloria Rodriguez	Attendance Secretary/Home School Liaison	(559) 570-0576: Front Reception
X	X	08/	Michael Allen	Social Emotional Intervention Specialist	(559) 570-0457: Social Emotional Intervention Specialist Office

		24			
x	X	08/	Nidia Vargas	Career Services Technician	(559) 777-7943 Career Center Office
	X	24			
X	X	08/	Susan Hernandez	Registrar	(559) 777-7966: Registrar Office
	X	24			
X	X	08/	Sean Sayles	Teacher	(559) (559) 500-0914: Room 4
	X	24			
			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
Ly Ngin	College and Career Counselor	(559) 549-9011 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 Coordinator	(559) 500-0961
Marilyn Wheeler	Senior Administrative Assistant	(559) 500-0947
Sandy Lomelino	Curriculum & Instruction Coordinator	(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)
Rena Failla	Susan Hernandez	Guidance Counselor	a
Sandy Lomelino	Ly Ngin	Curriculum & Instruction Coordinator	b
Marilyn Wheeler	Courtney Griffin	Senior Administrative Assistant	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).

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).*

2023-2024 Fire Drill Schedule

Month	Date	Time		
July				
August				
September				
October	October 16, 2023	11:00 a.m. (Instructional Time)		
November				
December				
January	January 29, 2024	12:30 p.m. (Lunch)		
February				
March				
April	April 22, 2024	3:15 p.m. After School		
May				
June			June	

2023-2024 Lockdown Drill Schedule / 4 Drills for the School Year

Semester	Date	Time		
Before School	September 18, 2023	7:15 p.m.		
Lunch	November 27, 2023	12:15 p.m.		
Instructional Time	February 26, 2024	11:55 a.m.		
After School	April 22 2024	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 2023 – Great California Shake Out	October 19, 2023 10:20 a.m..		

March 11, 2024	2:20 p.m.		

2023–2024 Reunification Drill

First Semester	Date	Time	
	November 8, 2023	12:15 p.m.	
Second Semester	Date	Time	
	February 5, 2024	2:40 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

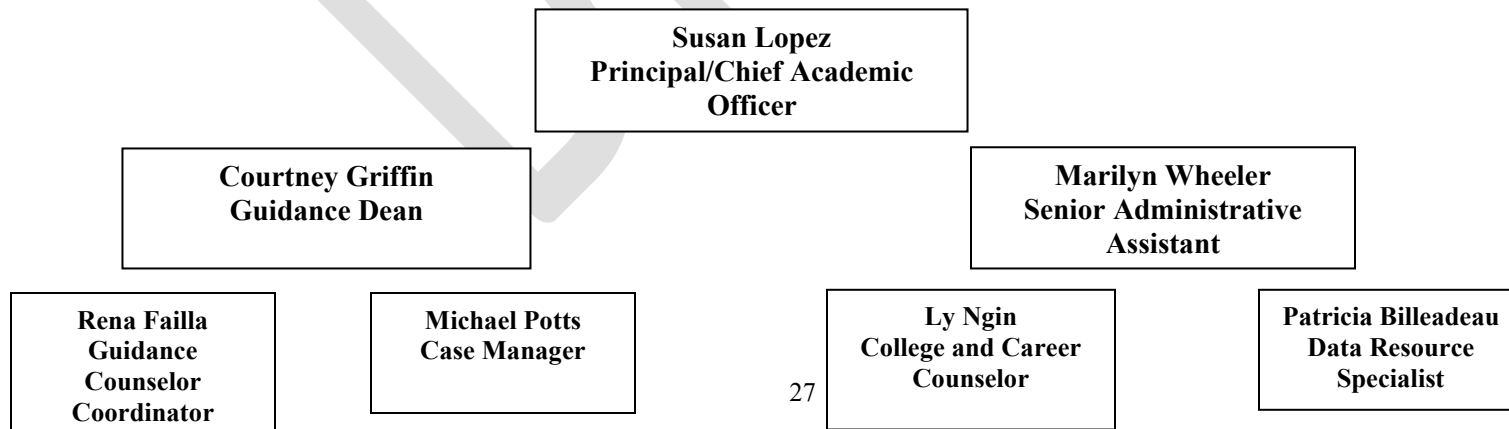
- Supervise the area outside room until students are in rooms
 - Lock doors and follow classroom emergency guide instructions
 - Students in rooms are to be seated on the floor with sign-up sheets provided so that each student accounts for his/her presence in the room
 - Notify the front office of any 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.



Susan Hernandez

Gladys Banda

Luis Baca

Alex Acedo

Mong Vang

Susan Lopez

Nicholas Rodriguez

Gloria Rodríguez

Joseph Turner

Sandy Lomelino

Carlos Custodio

Shannon Sani

Michael Allen

Kathy Vertson

John Koontz

Michael Cantu

Nidia Vargas

Sean Sayles

Campus Visibility Deployment of Staff

High School Campus	Name	Before/After School Location	Lunch Location	Passing Location	
Principal	Susan Lopez	Upstairs Near classrooms	Rec Room	Upstairs Classroom Area	
Guidance Dean	Courtney Griffin	Outside Entrance of School	Recreation Room	Upstairs Classroom Area	
Case Manager	Michael Potts	Recreation Room/Downstairs	Recreation Room	Downstairs Theater/Rec Room	
Data and Resource Specialist	Patricia Billeadeau	Downstairs Theater Area	Outside/Back of School	Downstairs Theater/Rec Room	
Guidance Counselor Coordinator	Rena Failla	Recreation Room/Downstairs	Recreation Room	Upstairs Classroom Area	
Case Manager	Mong Vang	Upstairs	Recreation Room	Upstairs Classroom Area	
College and Career Counselor	Ly Ngin	Outside Entrance of School	Recreation Room	Downstairs Theater/Rec Room	
Senior Administrative Assistant	Marilyn Wheeler	Upstairs near classrooms	Upstairs near classrooms	Upstairs Classroom Area	

Recommendations and Assurances

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

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

Attested:

Susan Lopez
School Principal

Signature

Date

Terry Allen, Ed.D
Governing Council Chair

Signature

Date



SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING

Date: February 7, 2023	Program: School of Unlimited Learning
Agenda Item #: 6	Director: Susan Lopez, Principal
Subject: 2021/2022 School Accountability Report Card	Officer: Michelle L. Tutunjian

Recommended Action

Staff recommends Governing Council approval of the proposed School of Unlimited Learning's 2021/2022 School Accountability Report Card (SARC).

Background

By March 1st of each school year, California schools are required by the State of California Department of Education to submit a SARC for the previous school year. Attached is the 2021/2022 SOUL SARC. SOUL's SARC is developed each year using the California Department of Education template for all school in California.

Fiscal Impact

None

Conclusion

The 2021/2022 SOUL's SARC must be approved and submitted to the State of California Department of Education prior to March 1, 2023.

School of Unlimited Learning
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 2336 Calaveras St.
Fresno, CA , 93721-1104

Principal: Susan Lopez

Phone: 559-500-1352

Grade Span:

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Susan Lopez

Principal, School of Unlimited Learning

About Our School

The School of Unlimited Learning strives to offer a comprehensive program which allows high school students to reach their full potential no matter what their previous educational experiences may have been. We believe all students can learn given the support they need.

It is our goal that our students graduate with the skills and mindset to become productive members of society.

Contact

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

Phone: 559-500-1352

Email: susan.lopez@fresnoeoc.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Fresno Unified
Phone Number Superintendent	Nelson Ed.D., Bob
Email Address	bob.nelson@fresnounified.org
Website	https://fresnoeoc.org/soul/

School Contact Information (School Year 2022–23)

School Name	School of Unlimited Learning
Street	2336 Calaveras St.
City, State, Zip	Fresno, CA , 93721-1104
Phone Number	559-500-1352
Principal	Susan Lopez
Email Address	susan.lopez@fresnoeoc.org
Website	https://fresnoeoc.org/soul/
County-District-School (CDS) Code	10621661030642

Last updated: 1/25/23

School Description and Mission Statement (School Year 2022–23)

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 towards 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 - 19, and grades 9 through 12, have not yet received a high school diploma. The targeted youth are often, but not necessarily, have a history of low academic achievement due primarily to poor attendance in their previous schools. A review of their scholastic career typically reveals a failure to benefit from available support services in the traditional school system, and a possible need for more comprehensive academic and support services.

The School of Unlimited Learning's educational program offers both a classroom-based program and a non-classroom-based program. Both programs are located at the Fresno EOC Sanctuary Youth Center at 2336 Calaveras Street, Fresno, CA. SOUL's teaching staff consists of 11 full-time, credentialed teachers with approximately 20 students enrolled in the classroom-based program and 180 students enrolled in the independent study program. Students enrolled in the independent study program typically have scheduling conflicts with traditional school day. These students voluntarily enroll in this alternative instructional program. Students in both programs are assigned a case manager to assist in addressing family, social, and community issues beyond the scope of the educational requirements. Additionally, students have access to a Career & College Center and a Social/Emotional Intervention Specialist to address any other issues that may occur.

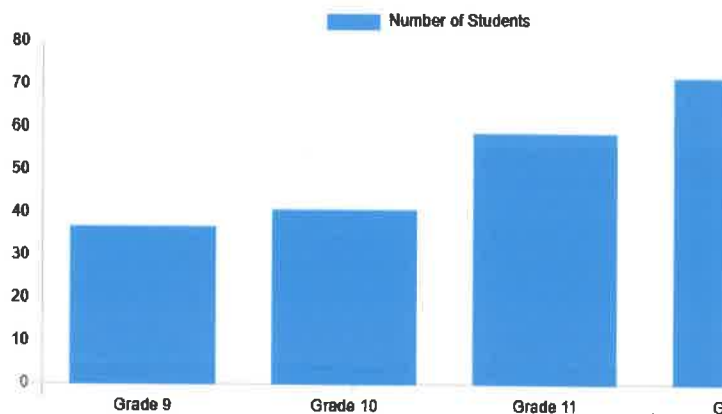
Last updated: 1/25/23

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Student Enrollment by Grade Level (School Year 2021–22)

SOUL is a comprehensive high school serving any student seeking an alternative to a traditional high school setting.

Grade Level	Number of Students
Grade 9	37
Grade 10	41
Grade 11	59
Grade 12	72
Total Enrollment	209



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/25/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	57.60%
Male	42.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.97%
Asian	0.97%
Black or African American	13.70%
Filipino	0.00%
Hispanic or Latino	79.00%
Native Hawaiian or Pacific Islander	0.97%
Two or More Races	0.01%
White	3.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.20%
Foster Youth	2.40%
Homeless	7.80%
Migrant	0.00%
Socioeconomically Disadvantaged	95.60%
Students with Disabilities	17.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	7.50	68.43	1940.00	82.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	55.80	2.38	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	130.70	5.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.30	30.30	95.60	4.08	12115.80	4.41
Unknown	0.10	1.27	120.90	5.16	18854.30	6.86
Total Teaching Positions	10.90	100.00	2343.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/24/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/24/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.30	
Total Out-of-Field Teachers	3.30	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

Last updated: 1/11/23

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Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022-23)

Year and month in which the data were collected: November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<u>Name</u>		Yes	0%
	<u>Publisher</u>	<u>Edition</u>		
	ELA 9-10 2020	Responsive Education		
	A Separate Peace 1987	Simon and Schuster		
	Animal Farm Group	Penguin 1996		
	To Kill a Mockingbird 2010	Grand Central Publishing		
	A Raisin in the Sun House	Random 1988		
	Of Mice and Men Group	Penguin 1965		
	The Pearl Group	Penguin 1992		
	The Outsiders 1997	Puffin		
	The Odyssey 1892	Houghton		
	Cyrano de Bergerac Enotes.com	2010		
	Fiddler on the Roof 2004	Limelight		
Mathematics	<u>Name</u>	<u>Publisher</u>	Yes	0%
	<u>Edition</u>			
	Algebra 2018	Houghton Mifflin Harcourt		
	Algebra 2 McDougal	Holt 2012		
	Geometry 2018	Houghton Mifflin Harcourt		
	Consumer Math Fearon	Globe 2004		
	Personal Finance 2020	Responsive Education		
Science	<u>Name</u>		Yes	0%
	<u>Publisher</u>	<u>Edition</u>		
	Inspire Biology Hill	McGraw 2020		
	Environmental Science Saavas	2021		
	Inspire Earth Science Hill	McGraw 2020		
	Physical Science 1998	Globe Fearon		
History-Social Science	<u>Name</u>		Yes	0%
	<u>Publisher</u>	<u>Edition</u>		

Subject	Textbooks and Other Instructional Materials/year of Adoption		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	American Government Hall	2019	Prentice	
	Economics Today and Tomorrow Hill	2012	McGraw	
	World History, Culture, & Geography Hill	2019	McGraw	
	United States History and Geography Hill	2019	McGraw	
	Understanding Econ 1997		Globe Fearon	
Foreign Language	n/a			0%
Health	<u>Name</u>		Yes	0%
	<u>Publisher</u>	<u>Edition</u>		
	Teen Health Hill	2021	McGraw	
	Healthy Relationships & Sexuality Hill	2021	McGraw	
	Too Good for Drugs & Violence 2008		Mendez Foundation	
	Reducing the Risk 2004		ETR Associates	
	Responding to Emergencies Staywell	2017		
Visual and Performing Arts	<u>?Name</u>			0%
	<u>Publisher</u>	<u>Edition?</u>		
	<u>?Music Appreciation</u>	<u>Responsive Education</u>	2017?	
Science Lab Eqpmt (Grades 9-12)	N/A		N/A	0%

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

Last updated: 1/25/23

School Facility Conditions and Planned Improvements

Last FIT report conducted during Spring 2022. All facilities were found to be in good condition.

Last updated: 1/25/23

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: April 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: April 2022

Overall Rating	Good
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Last updated: 1/25/23

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).
- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	13%	N/A	32%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	0%	N/A	21%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/25/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	55	96.49	3.51	12.73
Female	36	35	97.22	2.78	11.43
Male	21	20	95.24	4.76	15.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	48	47	97.92	2.08	12.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	49	96.08	3.92	10.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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

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

Last updated: 1/25/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	55	96.49	3.51	0.00
Female	36	35	97.22	2.78	0.00
Male	21	20	95.24	4.76	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	48	46	95.83	4.17	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	49	96.08	3.92	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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

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

Last updated: 1/24/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	2.86	NT	16.31	28.5	29.47

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/24/23

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CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	35	63.64	36.36	2.86
Female	32	18	56.25	43.75	0.00
Male	23	17	73.91	26.09	5.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	46	29	63.04	36.96	3.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	26	59.09	40.91	3.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/24/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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*Last updated: 1/24/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

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

*Last updated: 1/24/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

All School of Unlimited Learning graduates complete the course requirements for graduation set by the State of California Department of Education.

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.81%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/24/23

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State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

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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

Opportunities for Parental Involvement (School Year 2022–23)

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 on a regular basis. The students' case manager, teachers, school administration, and other support staff contact parents directly by phone, text message, email, mail, and/or personal home visits. Each student and their parent/guardian, an individual orientation is provided by a case manager upon enrolling in school. Communication between the school and home is regular and meaningful, providing a foundation of trust and collaboration.

Parents contribute to decisions benefitting the school environment and student instruction through a variety of means, including representation on the Governing Board and attendance at regularly scheduled parent meeting. SOUL parents who are parents of English Language Learner students have the opportunity to attend English Learner Advisory Committee meetings which are also regularly scheduled. The SOUL Parent Involvement Policy is updated each year.

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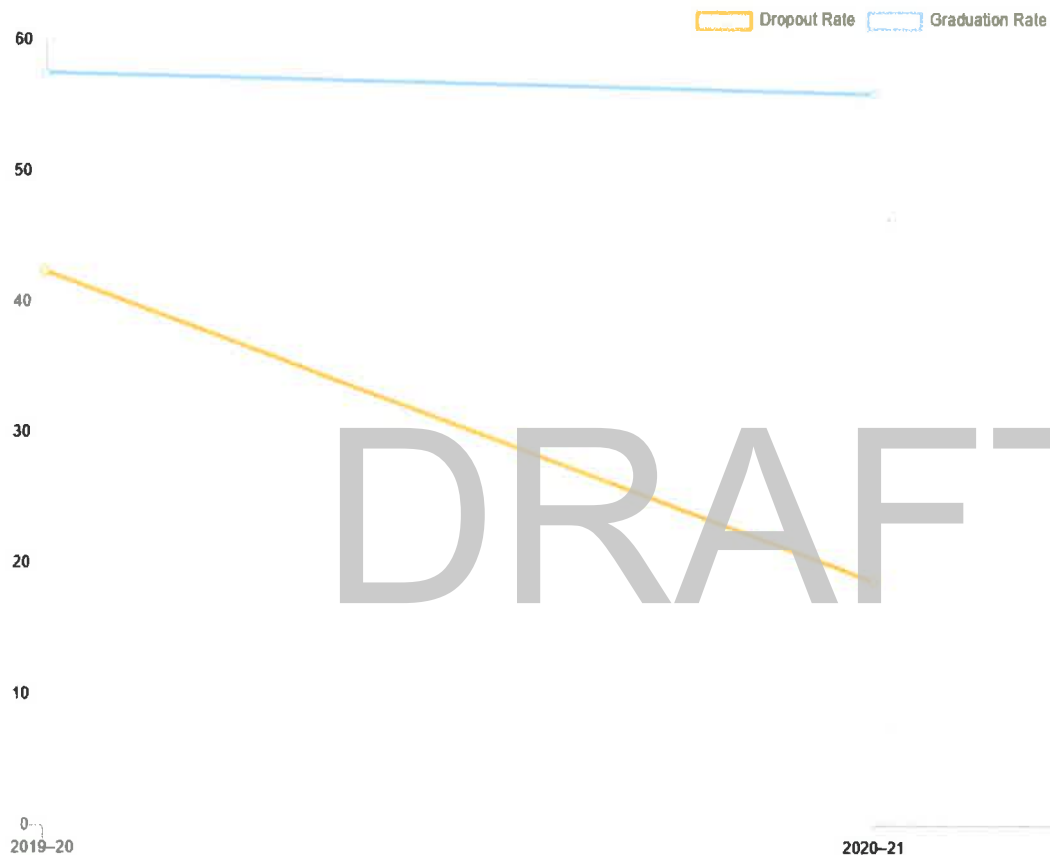
State Priority: Pupil Engagement

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	42.40%	18.70%	--	9.80%	7.80%	--	8.90%	7.80%
Graduation Rate	--	57.60%	56.00%	--	85.20%	88.50%	--	84.20%	87.00%



Last updated: 1/24/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	75	42	56.0
Female	42	26	61.9
Male	33	16	48.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0
Black or African American	15	6	40
Filipino	0	0	0.00
Hispanic or Latino	61	33	54.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	7	2	28
English Learners	7	1	14.2
Foster Youth	0.0	0.0	0.0
Homeless	16	6	37.5
Socioeconomically Disadvantaged	74	41	55.4
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities			

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>.

Last updated: 1/24/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	244	237	37	15.6
Female	145	141	21	14.9
Male	99	96	16	16.7
American Indian or Alaska Native	0	0	0	0.0
Asian	5	4	0	0.0
Black or African American	26	25	4	16.0
Filipino	0	0	0	0.0
Hispanic or Latino	193	188	30	16.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	0	0.0
White	16	16	3	18.8
English Learners	22	22	2	9.1
Foster Youth	6	6	1	16.7
Homeless	17	17	5	29.4
Socioeconomically Disadvantaged	223	217	37	17.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	20	20	2	10.0

Last updated: 1/24/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	6.61%	4.93%	2.45%
Expulsions	0.00%	0.13%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.55%	2.05%	0.17%	5.72%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.16%	0.00%	0.07%

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.

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Last updated: 1/24/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.05	0.00
Female	1.38	0.00
Male	3.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.25	0.00
English Learners	4.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

Each year, SOUL develops a comprehensive Safe School and Disaster Preparedness Plan in conjunction with Fresno Unified School District. This comprehensive plan is revised on an annual basis each Spring and reviewed with school staff at the beginning of each school year. The 2022/2023 Safe School plan was approved by the SOUL Governing Council in February of 2022. It included the following:

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

Last updated: 1/24/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

SOUL does not serve elementary level students.

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

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

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

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

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

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	24	0	0
Mathematics	10.00	16	0	0
Science	12.00	9	0	0
Social Science	11.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	12	0	0
Mathematics	11.00	9	0	0
Science	12.00	7	0	0
Social Science	19.00	4	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	20	0	0
Mathematics	10.00	9	0	0
Science	21.00	4	0	0
Social Science	14.00	10	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.

Last updated: 1/24/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	84.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$82576.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/24/23

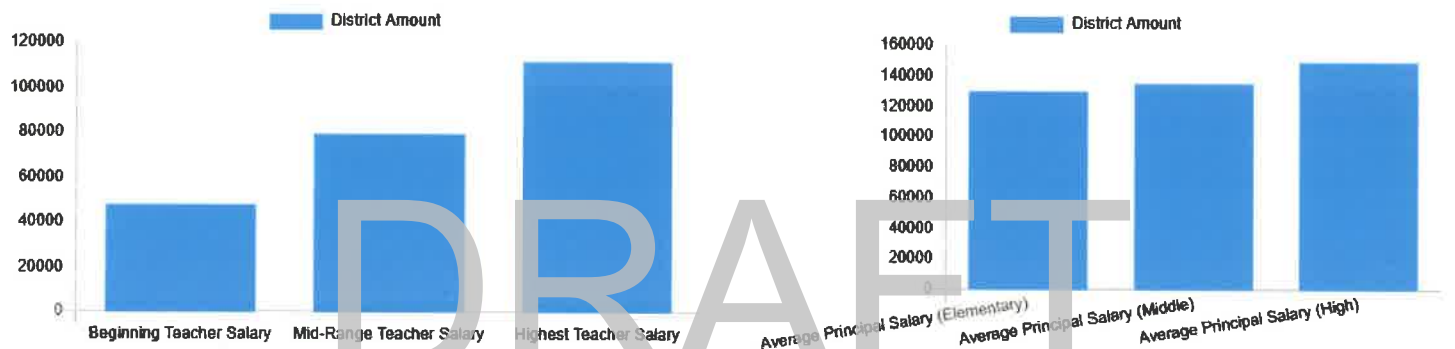
Types of Services Funded (Fiscal Year 2021–22)

Last updated: 1/24/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47934.00	\$51080.95
Mid-Range Teacher Salary	\$79570.00	\$77514.16
Highest Teacher Salary	\$111843.00	\$105763.62
Average Principal Salary (Elementary)	\$130252.00	\$133420.78
Average Principal Salary (Middle)	\$135559.00	\$138593.75
Average Principal Salary (High)	\$149673.00	\$153391.60
Superintendent Salary	\$336438.00	\$298376.74
Percent of Budget for Teacher Salaries	32.66%	31.60%
Percent of Budget for Administrative Salaries	5.81%	4.97%

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



Last updated: 1/24/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

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*	0.00%

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

Last updated: 1/24/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Last updated: 1/25/23

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SOUL Governing Council Principal Report – February 7, 2023

	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	TOTALS
Enrollment By Grade	22	57	55	71	205

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Enrollment by Gender	87	118	205

Enrollment by Ethnicity

Hispanic	162
African American	28
Asian	2
White	7
Middle Eastern	2
Pacific Islander	2
American Indian	2
Total	205

Special Populations

Teen Parent	6
Special Needs	22
English Learners	25
Homeless	16
Foster/Group Home	5

SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL

Date: February 7, 2022	Program: School of Unlimited Learning
Agenda Item #: 7	Director: Susan Lopez
Subject: WASC Accreditation and Charter Renewal Process	Officer: Michelle L. Tutunjian

Background

The information presented in the Principal's report is intended to keep the Council appraised of the SOUL search for consultants to support the Western Association of Schools and Colleges (WASC) and Charter School renewal.

Following Fresno EOC Procurement Policies, SOUL Principal solicited a request for proposals for the WASC and Charter School renewal throughout December 2022 and January 2023. Consultants included Edtech, Charter Impact, Total School Solutions, and Y, M, & C in addition to local independent consultants. Edtech provided a formal bid for consideration for WASC only and was selected as the provider. Principal Lopez has been meeting with several independent consultants to discuss the Charter School renewal process and will provide an update at the March Council meeting.