

**SOUL GOVERNING COUNCIL MEETING**  
**Sanctuary Recreation Room**  
**2336 Calaveras Street**  
**Fresno, CA 93721**  
**Tuesday, March 12, 2024**  
**8:30 a.m.**

**AGENDA**

|   | <b><u>Presenter</u></b> | <b><u>Motion</u></b> | <b><u>Page</u></b> |
|---|-------------------------|----------------------|--------------------|
| 1. <b><u>CALL TO ORDER</u></b>  | Dr. Terry Allen         |                      |                    |
| 2. <b><u>COMMUNITY ACTION PROMISE</u></b>   | Susan Lopez             |                      | 1                  |
| 3. <b><u>ROLL CALL</u></b>  | Commissioner Rodgers    |                      |                    |
| 4. <b><u>APPROVAL OF MINUTES</u></b><br>February 6, 2024 Meeting Minutes  | Dr. Terry Allen         | <b>Approve</b>       | 2                  |
| 5. <b><u>PUBLIC COMMENTS</u></b><br>(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). |                         |                      |                    |
| 6. <b><u>SCHOOL ACCOUNTABILITY REPORT CARD (SARC)</u></b>   | Susan Lopez             | <b>Approve</b>       | 5                  |
| 7. <b><u>RESOLUTION OF 2022-23 AUDIT FINDINGS</u></b>   | Susan Lopez             | <b>Information</b>   | 44                 |
| 8. <b><u>SOUL UPDATE: PRINCIPAL REPORT</u></b>  | Susan Lopez             | <b>Information</b>   | 49                 |
| 9. <b><u>2024 COMMUNITY NEEDS ASSESSMENT</u></b>  | Susan Lopez             | <b>Information</b>   | 52                 |
| 10. <b><u>OTHER BUSINESS</u></b><br>The next Governing Council meeting is scheduled for April 9, 2024.  | Dr. Terry Allen         |                      |                    |
| 11. <b><u>ADJOURNMENT</u></b>   |                         |                      |                    |

# Community Action Promise

Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live.

We care about the entire community, and we are dedicated to helping people help themselves and each other.



**FRESNO EOC SCHOOL OF UNLIMITED LEARNING  
GOVERNING COUNCIL MEETING  
Sanctuary Recreation Room  
Tuesday, February 6, 2023  
MINUTES**

1. Meeting called to order by Dr. Terry Allen 8:35 a.m.
2. Community Action Promise  
Terry Allen guided the Governing Council in reading the Community Action Promise.
3. Roll call facilitated by Commissioner Rodgers.

| 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       |        | Jack Lazzarini     | X       |         |        | Felicia Olais     | X       |         |        | Sherry Neil    |
| Benita Washington, Vice Chair, FSU Social Worker Representative               | X       |         |        | Cha Vang           |         | X       |        |                   |         |         |        | Catie Villegas |
| Jimi Rodgers, Secretary, Fresno EOC Commissioner                              |         | X       |        | Michelle Tutunjian |         | X       |        |                   |         |         |        |                |
| Larry Metzler, Cultural Arts Rotary Interact Club Advisor                     |         | X       |        | Emilia Reyes       |         | X       |        |                   |         |         |        |                |
| Jeanne Starks, Retired Law Enforcement Juvenile Probation                     | X       |         |        |                    |         |         |        |                   |         |         |        |                |
| Julio Romero, EOC Health Services   | X       |         |        |                    |         |         |        |                   |         |         |        |                |
| Steven Taylor, Fresno EOC Commissioner  | X       |         |        |                    |         |         |        |                   |         |         |        |                |
| Patrick Turner, Fresno EOC Training and Employment                            | X       |         |        |                    |         |         |        |                   |         |         |        |                |
| Parent Rep Lucy Luttrell  | X       |         |        |                    |         |         |        |                   |         |         |        |                |
| Student Rep's (2) Halle Overton, Kassandra Saavedra                           | 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       |         |        |                    |         |         |        |                   |         |         |        |                |
| Sandy Lomelino, Staff Representative, Coordinator of Curriculum & Instruction | X       |         |        |                    |         |         |        |                   |         |         |        |                |

4. **Approval of Minutes**  
December 5, 2023 Governing Council Meeting Minutes.

Public Comments: None heard.

**Motion by:** Starks **Second by:** Taylor

**Ayes:** Washington, Griffin, Overton, Lomelino, Lopez, Luttrell, Saavedra, Turner, Failla, Romero

**Nays:** None

5. **Public Comments**

(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).

6. **2024-2025 Safe School Plan**

Courtney Griffin presented the Safe School Plan to the Council members. Griffin shared that the information is updated annually. SOUL is required each year by March 1<sup>st</sup> to develop a Safe School Plan and submit to FUSD, in accordance with the State of California. A motion was made to approve the 2024-2025 Safe School Plan.

Public Comments: None heard.

**Motion by:** Turner **Second by:** Taylor

**Ayes:** Washington, Griffin, Overton, Lomelino, Luttrell, Saavedra, Lopez, Starks, Failla, Overton

**Nays:** None

## 7. School Accountability Report Card (SARC)

Susan Lopez reported on the SARC. The SARC provides information on how each California Local Educational Agency (LEA) has met the needs of its student population during the previous year. Lopez shared that where data cells are populated with (DPC) the state will complete those portions of the report card. SOUL has several areas of repair to the building that are planned. During spring break the roof is scheduled to be repaired, and a new air conditioning unit for the theater is planned. The Council discussed the information provided. Steven Taylor shared that he would like to see the completed report card. Lopez will provide a copy of the SARC report once completed by the CA Department of Education. A motion was made to approve the SARC.

Public Comments: None heard.

**Motion by:** Turner **Second by:** Romero

**Ayes:** Washington, Griffin, Overton, Lomelino, Luttrell, Saavedra, Lopez, Starks, Failla

**Nays:**

**Abstain:** Taylor

## 8. SOUL – Material Revision

Rena Failla and Sandy Lomelino reported that SOUL has operated as both a classroom-based and independent study based program during our 24 year tenure as a school. The sole purpose for the Material Revision is to continue with the independent study based program and no longer offer a classroom-based program. Failla and Lomelino shared that over several years our classroom-based program enrollment has continued to decrease while the independent study program enrollment has increased. COVID helped verify that the independent study program continues to be the best learning style for our students. Their academic and emotional needs are met and that was confirmed through increased test scores, and increased student's attendance at school. Currently 94% of our students are enrolled in SOUL's independent study program and thriving. Independent Study has provided our students with more flexibility, more focused, one-on-one time with teachers, less classroom distractions and is supported by our community stakeholders. The independent study curriculum utilizes books not packets, 26 core and elective courses at SOUL are A-G approved, and the curriculum is equivalent to the classroom-based curriculum. SOUL's Governing Council Parent Representative Lucy Luttrell and our Student Representative, Halle Overton shared their stories about how SOUL's independent study program has provided more opportunities for academic success. Council members discussed the information presented. Fresno Unified School District's (FUSD) Charter Director, Felicia Olais shared with the Council the process by which the Material Revision must be presented to FUSD.

Public Comments: None heard.

**Motion by:** Taylor **Second by:** Starks

**Ayes:** Washington, Griffin, Overton, Lomelino, Luttrell, Saavedra, Lopez, Starks, Failla, Turner

**Nays:** None

## 9. Local Control Accountability Plan (LCAP) Budget Overview Update

Lopez reported information on the granted LCAP funds received through the California Department of Education for the 2023-2024 school year in the amount \$3,588,263. These funds are provided to address student-learning loss. The funds are delineated in the provided budgets; along with how they are spent, this is reported annually to California Department of Education. SOUL plans to spend these funds by the deadline of September 30, 2025.

## 10. Arts and Music Grant Budget Update

Lopez shared information on the Arts and Music funds received to purchase instructional materials and resources to support SOUL's art and music education programs. SOUL received a total of \$55,644.00 that must be spent by the 2025-2026 fiscal year; the budget explains how the funds will be expended.

## 11. SOUL Update: Principal Report

Lopez reported on the Classroom-based and Independent Study program demographics as presented on the Principals report.

- Current enrollment for January 221.
- Parent Meeting: students received academic awards; their parents appreciated watching their child receive these awards.
- SOUL's Spanish speaking parents attended an English Language Advisory Committee (ELAC) meeting, to learn more about the programs offered to their children. El Centro La Familia also attended and presented to the parents.
- Food and Clothing is available for students at the Student Store.



- On February 21, 2024 Dr. Robert Mitchell will be speaking at our Black History Month celebration. There will also be a Blood Drive.
- Friday, April 5, 2024 will be SOUL's 25<sup>th</sup> year celebration from 12:30 – 3:00 pm.
- SOUL's Graduation Ceremony will be held at the Warnors Center For The Performing Arts, Wednesday, June 5, 2024 at 12:30 pm.

**12. Other Business**

None heard

**13. Adjournment of Meeting**

Meeting adjourned at 9:39 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary

## **SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING**

|   |  |
|---|--|
| <b>Date:</b> March 12, 2024                                 | <b>Program:</b> School of Unlimited Learning |
| <b>Agenda Item #:</b> 6                                     | <b>Director:</b> Susan Lopez, Principal      |
| <b>Subject:</b> 2022/2023 School Accountability Report Card | <b>Officer:</b> Jack Lazzarini               |

### **Recommended Action**

The information presented below is intended to keep the board apprised on the School of Unlimited Learning's 2021/2022 School Accountability Report Card (SARC)

### **Background**

By March 12<sup>th</sup> 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 2022/2023 SOUL SARC. SOUL's School Accountability Report Card is developed each year using the CA Department of Education template for all school in California.

### **Fiscal Impact**

None

### **Conclusion**

The 2022/2023 SOUL School Accountability Report Card must be approved and submitted to the State of California Department of Education prior to March 12, 2024.

**School of Unlimited Learning**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

|                 |   |                        |  |
|-----------------|---|------------------------|--|
| <b>Address:</b> | 2336 Calaveras St.<br>Fresno, CA , 93721-1104 | <b>Principal:</b>      | Susan Lopez,<br>Principal/Chief Financial<br>Officer |
| <b>Phone:</b>   | (559) 500-5076                                | <b>Grade<br/>Span:</b> | 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 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/Chief Financial Officer

📍 Principal, School of Unlimited Learning

### About Our School

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### Contact

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

Phone: (559) 500-5076

Email: [susan.lopez@fresnoeoc.org](mailto:susan.lopez@fresnoeoc.org)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

|                       |  |
|-----------------------|--|
| <b>District Name</b>  | Fresno Unified   |
| <b>Phone Number</b>   | (559) 457-3000   |
| <b>Superintendent</b> | Nelson Ed.D., Bob  |
| <b>Email Address</b>  | <a href="mailto:bob.nelson@fresnounified.org">bob.nelson@fresnounified.org</a> |
| <b>Website</b>        | <a href="http://www.fresnounified.org">www.fresnounified.org</a>               |

### School Contact Information (School Year 2023–24)

|  |  |
|--|--|
| <b>School Name</b>                       | School of Unlimited Learning   |
| <b>Street</b>                            | 2336 Calaveras St.   |
| <b>City, State, Zip</b>                  | Fresno, CA , 93721-1104  |
| <b>Phone Number</b>                      | (559) 500-5076   |
| <b>Principal</b>                         | Susan Lopez, Principal/Chief Financial Officer                           |
| <b>Email Address</b>                     | <a href="mailto:susan.lopez@fresnoeoc.org">susan.lopez@fresnoeoc.org</a> |
| <b>Website</b>                           | <a href="https://fresnoeoc.org/soul/">https://fresnoeoc.org/soul/</a>    |
| <b>County-District-School (CDS) Code</b> | 10621661030642   |

*Last updated: 3/5/24*

## School Description and Mission Statement (School Year 2023–24)

School of Unlimited Learning (SOUL) educational program is located at the Fresno EOC Sanctuary Youth Center at 2336 Calaveras Street. SOUL's instructional staff consists of 11 fully credentialed, full-time teachers, who serve an average of 220 students per semester. SOUL offers a rigorous academic, standards-based curriculum.

SOUL is an excellent educational option for those seeking a small school alternative to a large, traditional high school. SOUL offers both classroom-based and Independent Study programs. Students in both programs are assigned a case manager to assist in addressing family, social, and community issues beyond the scope of the educational program requirements

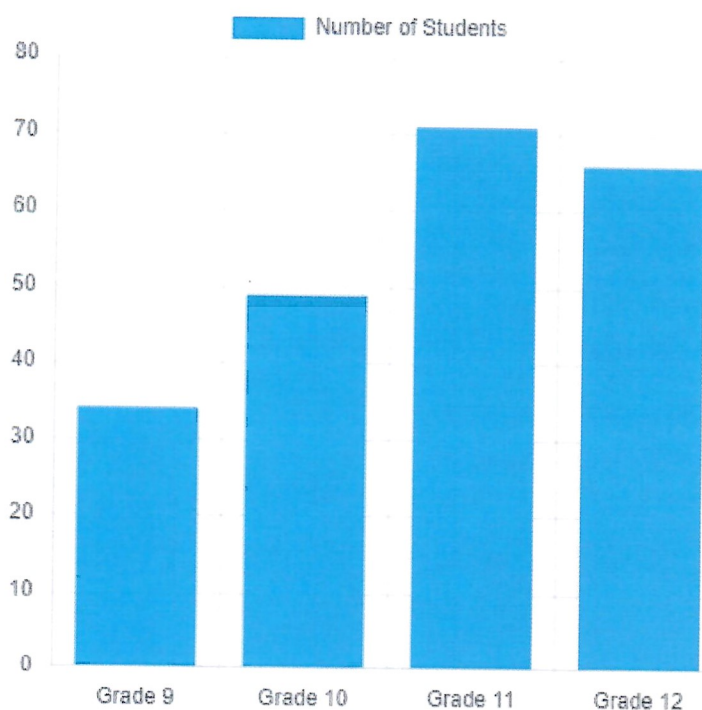
The mission of the School of Unlimited Learning Charter High School is to provide comprehensive learning experiences in a manner and in an environment that enables students to obtain skills, knowledge, and motivation to be self-directed, life-long learners as they mature toward self-sufficiency.

*Last updated: 3/5/24*

## Student Enrollment by Grade Level (School Year 2022–23)

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          | 34                 |
| Grade 10         | 49                 |
| Grade 11         | 71                 |
| Grade 12         | 66                 |
| Total Enrollment | 220                |



Last updated: 3/5/24

## Student Enrollment by Student Group (School Year 2022–23)

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 57.40%                      |
| Male                             | 42.60%                      |
| Non-Binary                       | 0.00%                       |
| American Indian or Alaska Native | 0.50%                       |

| Student Group (Other) | Percent of Total Enrollment |
|-----------------------|-----------------------------|
| English Learners      | 12.80%                      |
| Foster Youth          | 1.10%                       |
| Homeless              | 9.00%                       |
| Migrant               | 0.00%                       |



| <b>Student Group</b>                | <b>Percent of Total Enrollment</b> |
|-------------------------------------|------------------------------------|
| Asian                               | 1.10%                              |
| Black or African American           | 12.20%                             |
| Filipino                            | 0.00%                              |
| Hispanic or Latino                  | 80.90%                             |
| Native Hawaiian or Pacific Islander | 0.50%                              |
| Two or More Races                   | 1.60%                              |
| White                               | 3.20%                              |

| <b>Student Group (Other)</b>    | <b>Percent of Total Enrollment</b> |
|---------------------------------|------------------------------------|
| Socioeconomically Disadvantaged | 88.80%                             |
| Students with Disabilities      | 12.20%                             |

## **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/Incomplete/NA   | 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: 3/5/24*

### 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) | 7.40          | 67.73%         | 3405.80         | 84.16%           | 234405.20    | 84.00%        |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00%          | 101.90          | 2.52%            | 4853.00      | 1.74%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 0.10          | 1.27%          | 326.30          | 8.06%            | 12001.50     | 4.30%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 2.90          | 27.18%         | 119.90          | 2.97%            | 11953.10     | 4.28%         |
| Unknown/Incomplete/NA   | 0.40          | 3.64%          | 92.60           | 2.29%            | 15831.90     | 5.67%         |
| Total Teaching Positions  | 11.00         | 100.00%        | 4046.80         | 100.00%          | 279044.80    | 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: 3/5/24*

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

| <b>Authorization/Assignment</b>                       | <b>2020-21<br/>Number</b> | <b>2021-22<br/>Number</b> |
|---|---------------------------|---------------------------|
| Permits and Waivers                                   | 0.00                      | 0.00                      |
| Misassignments  | 0.00                      | 0.10                      |
| Vacant Positions                                      | 0.00                      | 0.00                      |
| Total Teachers Without Credentials and Misassignments | 0.00                      | 0.10                      |

*Last updated: 11/2/23*

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

| <b>Indicator</b>                                       | <b>2020-21<br/>Number</b> | <b>2021-22<br/>Number</b> |
|--|---------------------------|---------------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00                      | 0.00                      |
| Local Assignment Options                               | 3.30                      | 2.90                      |
| Total Out-of-Field Teachers                            | 3.30                      | 2.90                      |

*Last updated: 11/2/23*

## Class Assignments

| Indicator  | 2020–<br>21<br>Percent | 2021–<br>22<br>Percent |
|--|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00%                  | 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) | 0.00%                  | 0%                     |

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: 11/2/23*

# **Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)**

Year and month in which the data were collected: 2022

| <b>Subject</b>        | <b>Textbooks and Other Instructional Materials/year of Adoption</b>  | <b>From Most Recent Adoption?</b> | <b>Percent Students Lacking Own Assigned Copy</b> |
|-----------------------|--|-----------------------------------|---|
| Reading/Language Arts | English 9-12<br>Responsive Education Solutions 2020<br>Romeo and Juliet Barrons<br>Cyrano de Bergerac Rostand<br>Fiddler on the Roof Stein<br>The Odyssey Hinds<br>Night Wiesel<br>To Kill a Mocking Bird Lee<br>Howl's Moving Castle Wynne Jones  | Yes                               | 0   |
| Mathematics           | Geometry Houghton Mifflin Harcourt Publishing 2018<br>Algebra 1 Houghton Mifflin Harcourt Publishing 2012<br>Algebra 2 Houghton Mifflin Harcourt Publishing 2018<br>Consumer Math Globe Fearon 2014<br>Financial Literacy<br>Responsive Education Solutions 2020<br>Basic Math AGS Publishing 2003 | Yes                               | 0   |

| <b>Subject</b>                     | <b>Textbooks and Other<br/>Instructional<br/>Materials/year of<br/>Adoption</b>   | <b>From Most<br/>Recent<br/>Adoption?</b> | <b>Percent<br/>Students<br/>Lacking Own<br/>Assigned Copy</b> |
|------------------------------------|---|---|---|
| Science                            | Inspire Earth Science<br>McGraw Hill 2020<br><br>Inspire Biology<br>McGraw Hill 2020<br><br>Environmental Science<br>Savvas 2021<br><br>Physical Science Globe<br>Fearon 1998 | Yes                                       | 0   |
| History-Social<br>Science          | World History McGraw<br>Hill 2019<br>United States History<br>McGraw Hill 2019<br>Economics Glencoe<br>American Government<br>Savvas 2019                                     | Yes                                       | 0   |
| Foreign Language                   | Asi se dice McGraw<br>Hill 2016   | Yes                                       | 0   |
| Health                             | Teen Health Glencoe<br>2021<br>Healthy Relationships<br>Glencoe 2021  | Yes                                       | 0   |
| Visual and<br>Performing Arts      | Music Appreciation<br>Responsive Education<br>Solutions 2020  | Yes                                       | 0   |
| Science Lab Eqpmt<br>(Grades 9-12) | N/A   | N/A                                       | 0   |

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

Last updated: 3/5/24

## School Facility Conditions and Planned Improvements

Our recent school facility safety walk showed all areas to be in good standing with the exception of a small leak on the southwest corner of the building roof. Estimates and a contract have been processed and work will be completed no later than June 15, 2024.

*Last updated: 3/5/24*

## 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: November 2023

| System Inspected   | Rating | Repair Needed and Action Taken or Planned                                       |
|--|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| <b>Interior:</b> Interior Surfaces                                     | Good   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical  | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                            | Fair   | Southwest corner of roof needs repair. Work will be completed by June 15, 2024. |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |

### Overall Facility Rate

Year and month of the most recent FIT report: November 2023

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

*Last updated: 3/5/24*



## 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-**  
**administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject  | School<br>2021–<br>22 | School<br>2022–<br>23 | District<br>2021–<br>22 | District<br>2022–<br>23 | State<br>2021–<br>22 | State<br>2022–<br>23 |
|--|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| English Language<br>Arts / Literacy (grades<br>3-8 and 11) | 13%                   | 35%                   | 32%                     | 33%                     | 47%                  | 46%                  |
| Mathematics (grades<br>3-8 and 11)                         | 0%                    | 0%                    | 21%                     | 23%                     | 33%                  | 34%                  |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 3/5/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed**  
**state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2022–23)**

| Student Group                          | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|--|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                           | 54                  | 52               | 96.30%            | 3.70%                    | 34.62%                        |
| Female                                 | 29                  | 28               | 96.55%            | 3.45%                    | 39.29%                        |
| Male                                   | 25                  | 24               | 96.00%            | 4.00%                    | 29.17%                        |
| American Indian or<br>Alaska Native    | 0                   | 0                | 0%                | 0%                       | 0%                            |
| Asian                                  | --                  | --               | --                | --                       | --                            |
| Black or African<br>American           | --                  | --               | --                | --                       | --                            |
| Filipino                               | 0                   | 0                | 0%                | 0%                       | 0%                            |
| Hispanic or Latino                     | 40                  | 39               | 97.50%            | 2.50%                    | 35.90%                        |
| Native Hawaiian or<br>Pacific Islander | --                  | --               | --                | --                       | --                            |

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Socioeconomically Disadvantaged               | 44                      | 42                   | 95.45%                | 4.55%                     | 38.10%                         |
| 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 3/5/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

| <b>Student Group</b>                | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                        | 54                      | 52                   | 96.30%                | 3.70%                     | 0.00%                          |
| Female                              | 29                      | 27                   | 93.10%                | 6.90%                     | 0.00%                          |
| Male                                | 25                      | 25                   | 100.00%               | 0.00%                     | 0.00%                          |
| American Indian or Alaska Native    | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Asian                               | --                      | --                   | --                    | --                        | --                             |
| Black or African American           | --                      | --                   | --                    | --                        | --                             |
| Filipino                            | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Hispanic or Latino                  | 40                      | 40                   | 100.00%               | 0.00%                     | 0.00%                          |
| Native Hawaiian or Pacific Islander | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                   | --                      | --                   | --                    | --                        | --                             |
| White                               | --                      | --                   | --                    | --                        | --                             |
| English Learners                    | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                        | --                      | --                   | --                    | --                        | --                             |
| Homeless                            | --                      | --                   | --                    | --                        | --                             |
| Military                            | 0                       | 0                    | 0%                    | 0%                        | 0%                             |

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Socioeconomically Disadvantaged               | 44                      | 43                   | 97.73%                | 2.27%                     | 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 3/5/24*



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

| <b>Subject</b>                         | <b>School<br/>2021–<br/>22</b> | <b>School<br/>2022–<br/>23</b> | <b>District<br/>2021–<br/>22</b> | <b>District<br/>2022–<br/>23</b> | <b>State<br/>2021–<br/>22</b> | <b>State<br/>2022–<br/>23</b> |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | 2.86%                          | 18.18%                         | 16.31%                           | 16.32%                           | 29.47%                        | 30.29%                        |

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 3/5/24*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2022–23)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 51                      | 33                   | 64.71%                | 35.29%                    | 18.18%                         |
| Female  | 26                      | 14                   | 53.85%                | 46.15%                    | 0.00%                          |
| Male  | 25                      | 19                   | 76.00%                | 24.00%                    | 31.58%                         |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Hispanic or Latino                            | 44                      | 31                   | 70.45%                | 29.55%                    | 19.35%                         |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Two or More Races                             | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| White   | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Socioeconomically Disadvantaged               | 45                      | 31                   | 68.89%                | 31.11%                    | 19.35%                         |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                        | --                             |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 3/5/24*

**Career Technical Education (CTE) Programs (School Year 2022–23)**

## 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 2022–23)

#### Percentage of Students Participating in each of the five Fitness Components

| Grade | Component                        |  |   |   |                             |
|-------|----------------------------------|--|---|---|-----------------------------|
|       | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal Strength and Endurance | Component 3:<br>Trunk Extensor and Strength and Flexibility | Component 4:<br>Upper Body Strength and Endurance | Component 5:<br>Flexibility |
| 9     | 100%                             | 100%   | 100%  | 100%  | 100%                        |

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 3/5/24*

## 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 2023–24)

A minimum of 6 parent meetings are planned for the 23–24 school year. Parents are advised of meeting via phone call, text, and monthly newsletter. In addition, 5 ELAC meetings are planned for the 23–24 school year.

SOUL also holds Awards Assemblies twice a year where parent attendance is strongly encouraged. We also hold special informational assemblies for students and parents are encouraged to attend.



No CTE courses were offered due to the COVID pandemic. Courses will be offered in the 23-24 school year.

*Last updated: 3/5/24*

**Career Technical Education (CTE) Participation (School Year 2022–23)**

| 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: 3/5/24***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 |
|---|---------|
| 2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission          | 100.00% |
| 2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00%   |

*Last updated: 3/5/24*

## State Priority: Pupil Engagement

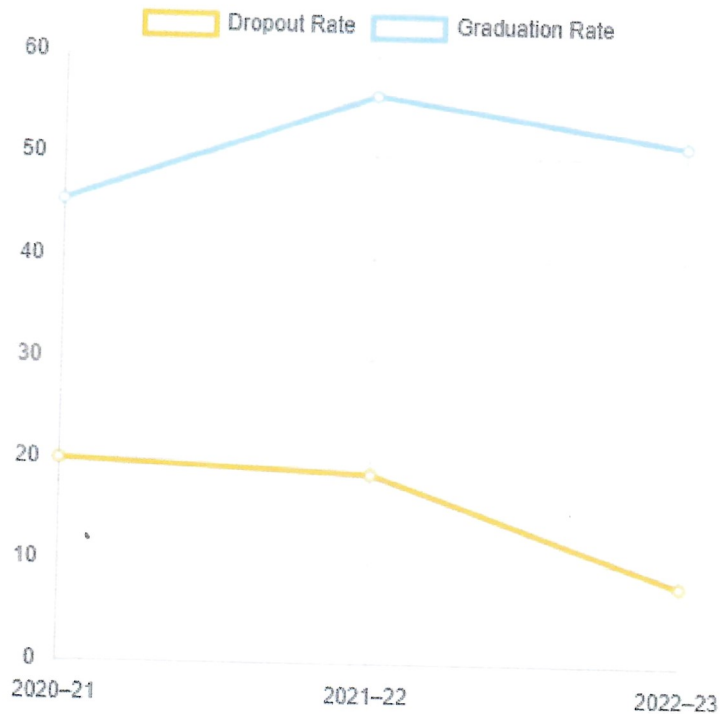
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator       | School<br>2020–<br>21 | School<br>2021–<br>22 | School<br>2022–<br>23 | District<br>2020–<br>21 | District<br>2021–<br>22 | District<br>2022–<br>23 | State<br>2020–<br>21 | State<br>2021–<br>22 | State<br>2022–<br>23 |
|-----------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Dropout Rate    | 20%                   | 18.7%                 | 7.9%                  | 9.6%                    | 7.8%                    | 8.6%                    | 9.4%                 | 7.8%                 | 8.2%                 |
| Graduation Rate | 45.5%                 | 56%                   | 51.3%                 | 85.2%                   | 88.5%                   | 84.9%                   | 83.6%                | 87%                  | 86.2%                |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 3/5/24

**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)**

| <b>Student Group</b>                          | <b>Number of Students in Cohort</b> | <b>Number of Cohort Graduates</b> | <b>Cohort Graduation Rate</b> |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| All Students                                  | 76                                  | 39                                | 51.3%                         |
| Female  | 46                                  | 26                                | 56.5%                         |
| Male  | 30                                  | 13                                | 43.3%                         |
| Non-Binary                                    | 0.0                                 | 0.0                               | 0.0%                          |
| American Indian or Alaska Native              | --                                  | --                                | --                            |
| Asian   | --                                  | --                                | --                            |
| Black or African American                     | --                                  | --                                | --                            |
| Filipino                                      | 0                                   | 0                                 | 0.00%                         |
| Hispanic or Latino                            | 65                                  | 35                                | 53.8%                         |
| Native Hawaiian or Pacific Islander           | 0                                   | 0                                 | 0.00%                         |
| Two or More Races                             | 0                                   | 0                                 | 0.00%                         |
| White   | --                                  | --                                | --                            |
| English Learners                              | --                                  | --                                | --                            |
| Foster Youth                                  | --                                  | --                                | --                            |
| Homeless                                      | 14                                  | 8                                 | 57.1%                         |
| Socioeconomically Disadvantaged               | 75                                  | 39                                | 52.0%                         |
| Students Receiving Migrant Education Services | 0.0                                 | 0.0                               | 0.0%                          |
| Students with Disabilities                    | 14                                  | 6                                 | 42.9%                         |

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 3/5/24*

**Chronic Absenteeism by Student Group (School Year 2022–23)**

| <b>Student Group</b>                          | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students                                  | 264                          | 251  | 45                               | 17.9%                           |
| Female  | 152                          | 147  | 25                               | 17.0%                           |
| Male  | 112                          | 104  | 20                               | 19.2%                           |
| Non-Binary                                    | 0                            | 0  | 0                                | 0.0%                            |
| American Indian or Alaska Native              | 1                            | 1  | 0                                | 0.0%                            |
| Asian   | 4                            | 4  | 0                                | 0.0%                            |
| Black or African American                     | 31                           | 31   | 5                                | 16.1%                           |
| Filipino                                      | 0                            | 0  | 0                                | 0.0%                            |
| Hispanic or Latino                            | 211                          | 198  | 35                               | 17.7%                           |
| Native Hawaiian or Pacific Islander           | 2                            | 2  | 1                                | 50.0%                           |
| Two or More Races                             | 6                            | 6  | 2                                | 33.3%                           |
| White   | 9                            | 9  | 2                                | 22.2%                           |
| English Learners                              | 29                           | 28   | 3                                | 10.7%                           |
| Foster Youth                                  | 8                            | 7  | 4                                | 57.1%                           |
| Homeless                                      | 27                           | 24   | 6                                | 25.0%                           |
| Socioeconomically Disadvantaged               | 237                          | 225  | 42                               | 18.7%                           |
| Students Receiving Migrant Education Services | 0                            | 0  | 0                                | 0.0%                            |
| Students with Disabilities                    | 24                           | 24   | 3                                | 12.5%                           |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 3/5/24*

## State Priority: School Climate

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

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

#### Suspensions and Expulsions

| Rate        | School<br>2020–<br>21 | School<br>2021–<br>22 | School<br>2022–<br>23 | District<br>2020–<br>21 | District<br>2021–<br>22 | District<br>2022–<br>23 | State<br>2020–<br>21 | State<br>2021–<br>22 | State<br>2022–<br>23 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 0.55%                 | 2.05%                 | 2.65%                 | 0.17%                   | 5.72%                   | 7.20%                   | 0.20%                | 3.17%                | 3.60%                |
| Expulsions  | 0.00%                 | 0.00%                 | 0.00%                 | 0.00%                   | 0.16%                   | 0.23%                   | 0.00%                | 0.07%                | 0.08%                |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 3/5/24*

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

| <b>Student Group</b>                          | <b>Suspensions<br/>Rate</b> | <b>Expulsions<br/>Rate</b> |
|---|-----------------------------|----------------------------|
| All Students                                  | 2.65%                       | 0.00%                      |
| Female  | 2.63%                       | 0.00%                      |
| Male  | 2.68%                       | 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                     | 9.68%                       | 0.00%                      |
| Filipino                                      | 0.00%                       | 0.00%                      |
| Hispanic or Latino                            | 1.90%                       | 0.00%                      |
| Native Hawaiian or Pacific Islander           | 0.00%                       | 0.00%                      |
| Two or More Races                             | 0.00%                       | 0.00%                      |
| White   | 0.00%                       | 0.00%                      |
| English Learners                              | 0.00%                       | 0.00%                      |
| Foster Youth                                  | 0.00%                       | 0.00%                      |
| Homeless                                      | 11.11%                      | 0.00%                      |
| Socioeconomically Disadvantaged               | 2.95%                       | 0.00%                      |
| Students Receiving Migrant Education Services | 0.00%                       | 0.00%                      |
| Students with Disabilities                    | 0.00%                       | 0.00%                      |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 3/5/24*



### **School Safety Plan (School Year 2023–24)**

By March 1 of each school year, California 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 Fresno Unified School District.

SOUL's 23-24 Safe School Plan was presented and approved on February 7, 2023.

*Last updated: 3/5/24*



## 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 2020–21)

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 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 (Elementary) (School Year 2022–23)**

| 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 2020–21) (HIGH SCHOOL)**

| <b>Subject</b>           | <b>Average Class Size</b> | <b>Number of Classes* 1-22</b> | <b>Number of Classes* 23-32</b> | <b>Number of Classes* 33+</b> |
|--------------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English<br>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)  
(HIGH SCHOOL)**

| <b>Subject</b>           | <b>Average Class Size</b> | <b>Number of Classes* 1-22</b> | <b>Number of Classes* 23-32</b> | <b>Number of Classes* 33+</b> |
|--------------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English<br>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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)  
(HIGH SCHOOL)**

| <b>Subject</b>           | <b>Average<br/>Class Size</b> | <b>Number of<br/>Classes* 1-22</b> | <b>Number of<br/>Classes* 23-<br/>32</b> | <b>Number of<br/>Classes* 33+</b> |
|--------------------------|-------------------------------|------------------------------------|--|-----------------------------------|
| English<br>Language Arts | 9.00                          | 23                                 | 0  | 0                                 |
| Mathematics              | 20.00                         | 5                                  | 2  | 2                                 |
| Science                  | 23.00                         | 2                                  | 5  | 0                                 |
| Social Science           | 16.00                         | 8                                  | 3  | 1                                 |

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

*Last updated: 3/5/24*

**Ratio of Pupils to Academic Counselor (School Year 2022–23)**

| <b>Title</b>                  | <b>Ratio</b> |
|-------------------------------|--------------|
| Pupils to Academic Counselor* | 94           |

\* 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: 3/5/24*

**Student Support Services Staff (School Year 2022–23)**

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> |
|---|--|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.00                                     |
| Library Media Teacher (Librarian)                             |  |
| Library Media Services Staff (Paraprofessional)               |  |
| Psychologist  |  |
| Social Worker   |  |
| Nurse   |  |
| Speech/Language/Hearing Specialist                            | 0.00                                     |
| Resource Specialist (non-teaching)                            |  |
| Other   | 5.00                                     |

\* 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: 3/5/24*

#### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil (Restricted)</b> | <b>Expenditures Per Pupil (Unrestricted)</b> | <b>Average Teacher Salary</b> |
|---|-------------------------------------|--|--|-------------------------------|
| School Site                                   | --                                  | --   | --   | --                            |
| District                                      | N/A                                 | N/A  | --   | \$85768.00                    |
| Percent Difference – School Site and District | N/A                                 | N/A  | --   | --                            |
| State   | N/A                                 | N/A  | \$7606.62                                    | \$87885.00                    |
| Percent Difference – School Site and State    | N/A                                 | N/A  | --   | --                            |

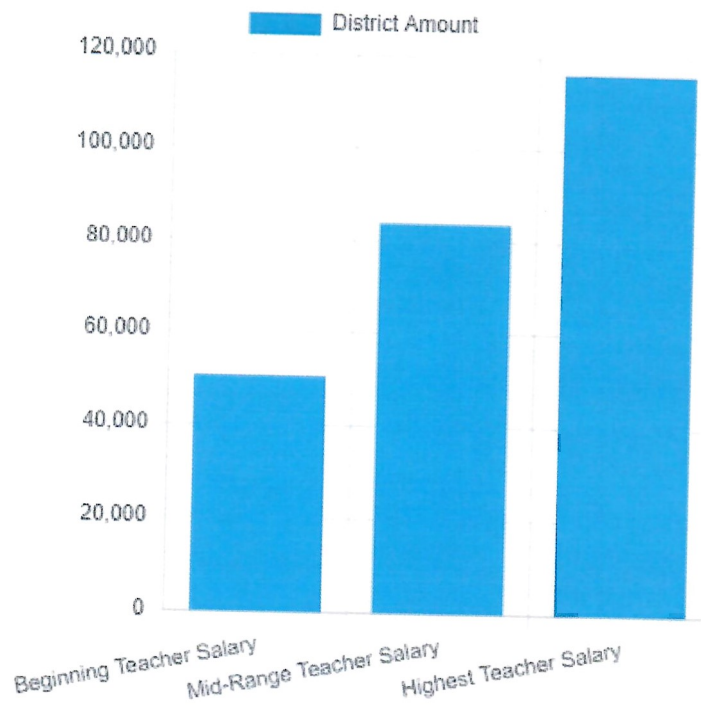
Note: Cells with N/A values do not require data.

*Last updated: 3/5/24*

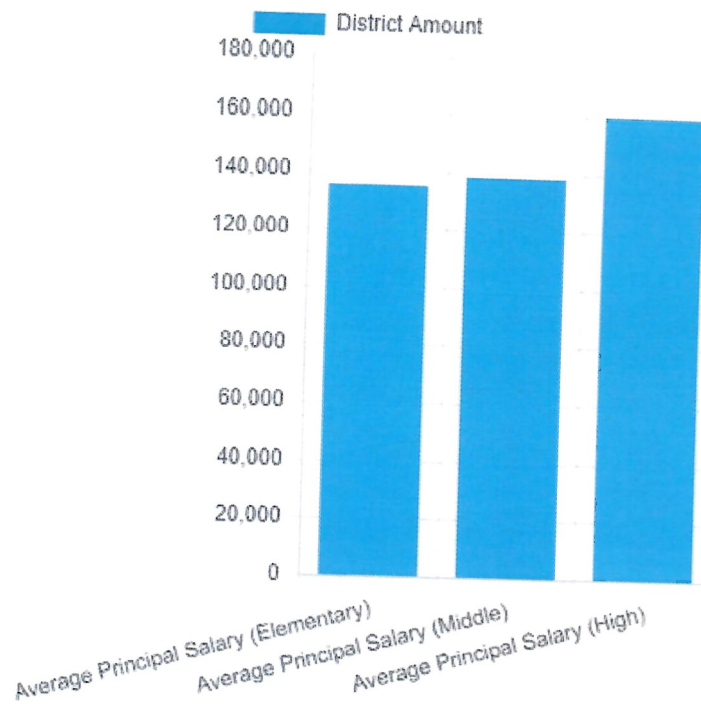
#### **Teacher and Administrative Salaries (Fiscal Year 2021–22)**

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$50660.00      | \$55549.60                                   |
| Mid-Range Teacher Salary                      | \$84095.00      | \$80702.84                                   |
| Highest Teacher Salary                        | \$116317.00     | \$109417.68                                  |
| Average Principal Salary (Elementary)         | \$135547.00     | \$137703.47                                  |
| Average Principal Salary (Middle)             | \$138723.00     | \$143759.63                                  |
| Average Principal Salary (High)               | \$160569.00     | \$159020.77                                  |
| Superintendent Salary                         | \$355144.00     | \$319442.91                                  |
| Percent of Budget for Teacher Salaries        | 32.71%          | 30.35%                                       |
| Percent of Budget for Administrative Salaries | 5.45%           | 4.87%  |

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







*Last updated: 3/5/24*

# Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

| 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.

Last updated: 3/5/24

## Professional Development

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

| Measure   | 2021–<br>22 | 2022–<br>23 | 2023–<br>24 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8           | 10          | 10          |

Last updated: 3/5/24

## **SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING**

|  |  |
|--|--|
| <b>Date:</b> March 12, 2024                          | <b>Program:</b> School of Unlimited Learning |
| <b>Agenda Item #:</b> 7                              | <b>Director:</b> Susan Lopez                 |
| <b>Subject:</b> Resolution of 2022-23 Audit Findings | <b>Officer:</b> Jack Lazzarini               |

### **Recommended Action**

The information presented below is to inform the Governing Council of School of Unlimited Learning's (SOUL) Resolution of 2022-23 Audit Findings submittal to Fresno Unified School District.

### **Background**

An audit is conducted yearly to review the School of Unlimited Learning's data, which is submitted to FUSD, Fresno County Superintendent of School's office, and ultimately the State of California. There was a finding for the 2022-2023 school year, regarding attendance records, which has since been resolved.

### **Fiscal Impact**

None

### **Conclusion**

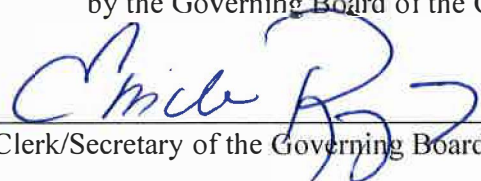
It is SOUL's intent to provide correct information for submittal to our governing agencies. SOUL has implemented a 3 -person team to review such documents to ensure no mistakes are made.

**CERTIFICATION OF CORRECTIVE ACTION  
2022-23 AUDIT FINDING AND RECOMMENDATIONS**

CHARTER NAME School Of Unlimited Learning



2022-23 Certification of Corrective Action is hereby filed  
by the Governing Board of the Charter School

  
Clerk/Secretary of the Governing Board

12/22/23

Date of Meeting



2022-23 Certification of Corrective Action:

The Administrator certifies that all corrective action(s) specified in the attached page(s) have been reviewed by the Charter's Governing Board and assures that corrective procedures have been implemented and will be used in the ensuing years.

  
Charter School Administrator

2/22/24  
Date

For additional information:

Contact: Jay Zapata, CFO

Phone: 559-263-1030

Submit the original Certification of Corrective Action together with each Audit Finding Corrective Action form and corresponding documentation:

Gabriel Halls, Senior Director, District Financial Services  
Fresno County Superintendent of Schools  
1111 Van Ness Avenue  
Fresno, CA 93721-2000

Your response must be submitted by March 15, 2024.

**AUDIT CERTIFICATION  
2022-23 FINANCIAL REPORT/AUDIT**

CHARTER NAME School Of Unlimited Learning

FRESNO COUNTY, CALIFORNIA

In accordance with Assembly Bill 3627, Chapter 1002, as it pertains to Education Code Section 41020.3, the Governing Board must review and accept the prior year's Financial Report/Audit, at a public meeting on or before January 31<sup>st</sup>.

THEREBY, as written verification of said review, the Governing Board reviewed and accepted on 12/22/23, 2024 the Annual Financial Report as of June 30, 2023.

  
Charter Administrator (Signature)

2/29/24  
Date

AUTHORIZING DISTRICT: Fresno Unified School District

FRESNO COUNTY, CALIFORNIA

Pursuant to this District's fiscal oversight responsibilities as described in Education Code Section 47604.32(d) as the authorizer of the above-referenced Charter School, I hereby certify that the Charter School's Annual Financial Report has been reviewed by the District and that the District has approved any corrective actions or plans that have or will be taken, except as noted on the attached sheet. (Please provide information regarding any audit exceptions that, in the District's opinion, have not been adequately corrected or for which an adequate plan of correction has not been provided.)

\_\_\_\_\_  
Authorizing District (Signature)  
Superintendent or Chief Business Official

\_\_\_\_\_  
Date

Submit the original Audit Certification by March 15, 2024 to:

Gabriel Halls, Senior Director, District Financial Services  
Fresno County Superintendent of Schools  
1111 Van Ness Avenue  
Fresno, CA 93721-2000

## 2022-23 AUDIT FINDING CORRECTIVE ACTION

CHARTER NAME: School Of Unlimited Learning

FINDING CATEGORY 2023-001

FINDING: # 1

PAGE# 29

Describe below specific corrective action used in resolving audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. You will need to provide ALL documentation that supports the specific action taken toward resolving the finding (i.e., copies of amended reports, corrective action plans, etc.).

Attach all pertinent documentation.

No. of attachments for this finding:

In order to not repeat the questioned attendance record with a discrepancy of 5 days, SOUL management will be diligent in self-auditing our records on a monthly basis. SOUL currently has 2 staff members verifying attendance records. In the future, SOUL will have 3 staff members verify attendance records.



UNRESOLVED 2021-22 AUDIT FINDING

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CHARTER NAME: School Of Unlimited Learning

FINDING CATEGORY \_\_\_\_\_

FINDING # \_\_\_\_\_

PAGE# \_\_\_\_\_

Auditor's Recommendation:

N/A

Why, specifically, is there a problem resolving this finding?

N/A

---

Clerk/Secretary of the Governing Board

---

Date

## **SCHOOL OF UNLIMITED LEARNING GOVERNING COUNCIL MEETING**

|   |  |
|---|--|
| <b>Date:</b> March 12, 2024             | <b>Program:</b> School of Unlimited Learning |
| <b>Agenda Item #:</b> 8                 | <b>Director:</b> Susan Lopez                 |
| <b>Subject:</b> SOUL Principal's report | <b>Officer:</b> Jack Lazzarini               |

### **Recommended Action**

The information presented below is intended to keep the board apprised of SOUL's Principal Report for the month of March.

### **Background**

SOUL enrollment fluctuates throughout the year. Data gathered once a month is presented to the Governing Council at each meeting.

### **Fiscal Impact**

None

### **Conclusion**

SOUL's Principal Report reflects student data for the month of March 2024.

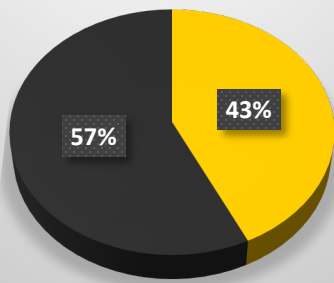
# SCHOOL OF UNLIMITED LEARNING

PRINCIPAL'S REPORT

MARCH 2024

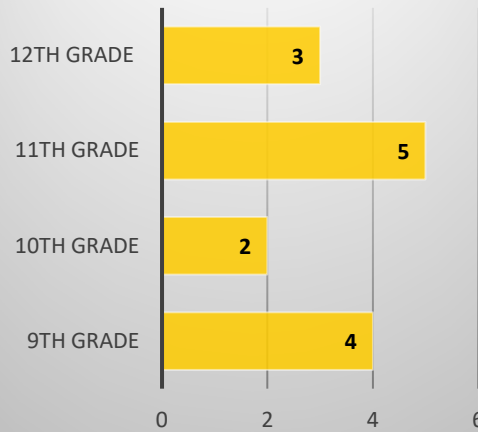
CLASSROOM BASED TOTAL: 14

Classroom Based Students  
by Gender

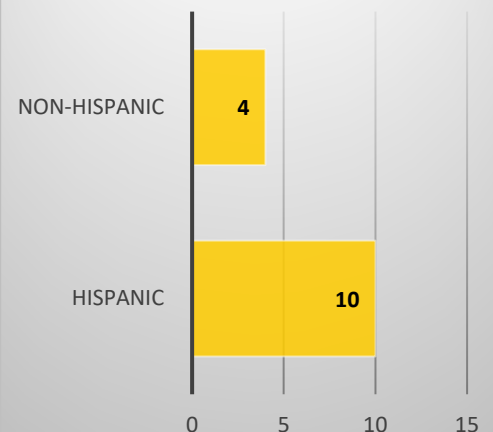


Male Female

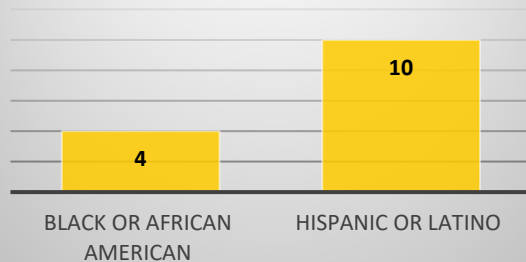
Classroom Based Students by  
Grade



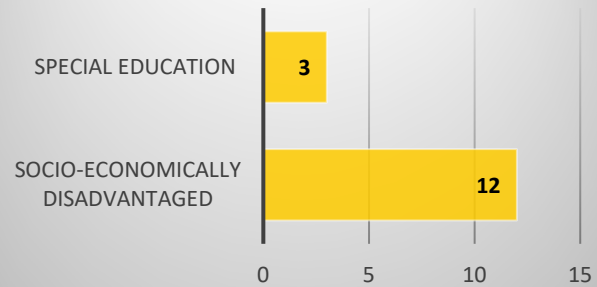
Classroom Based  
Students by Ethnicity



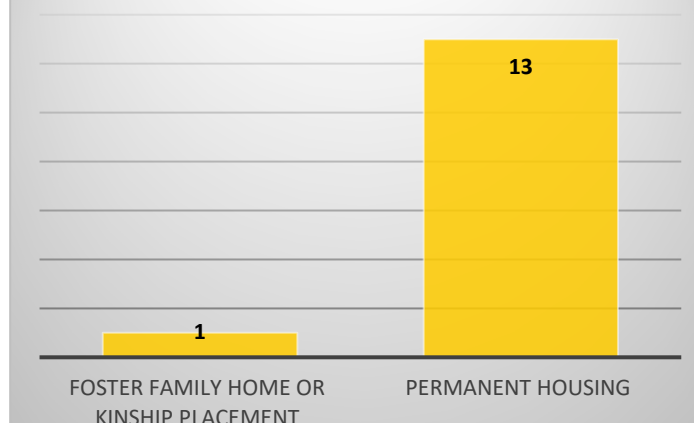
Classroom Based Students  
by Race



Classroom Based  
Reported Program



Classroom Based Students by Residence



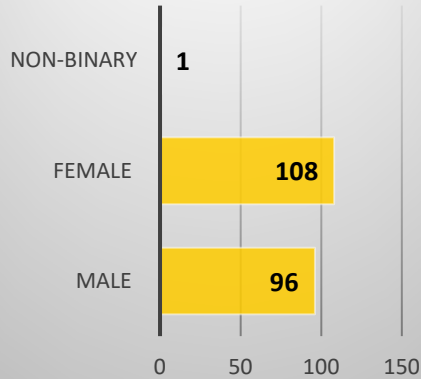
# SCHOOL OF UNLIMITED LEARNING

PRINCIPAL'S REPORT

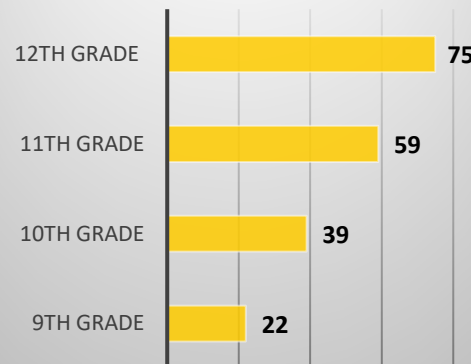
MARCH 2024

INDEPENDENT STUDIES TOTAL:205

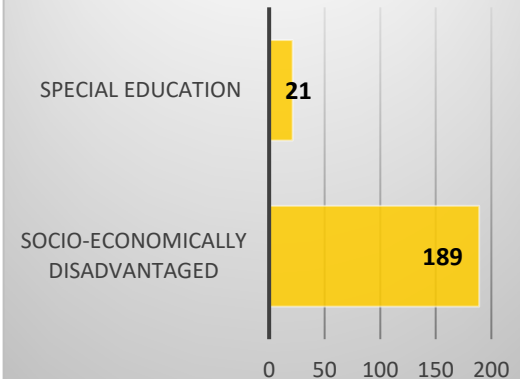
**Independent Study by Gender**



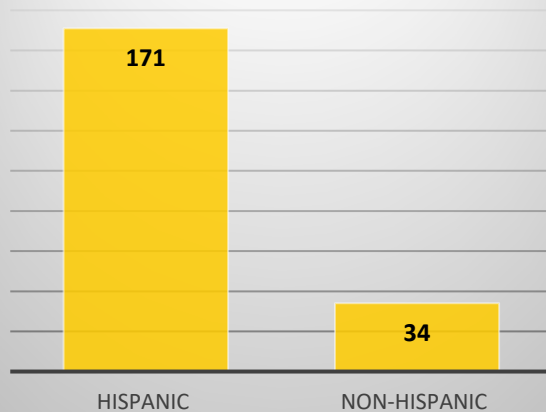
**Independent Study Students by Grade**



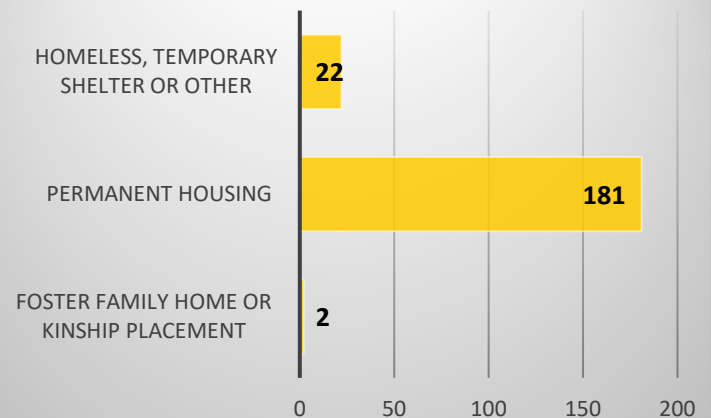
**Independent Study Students by Reported Programs**



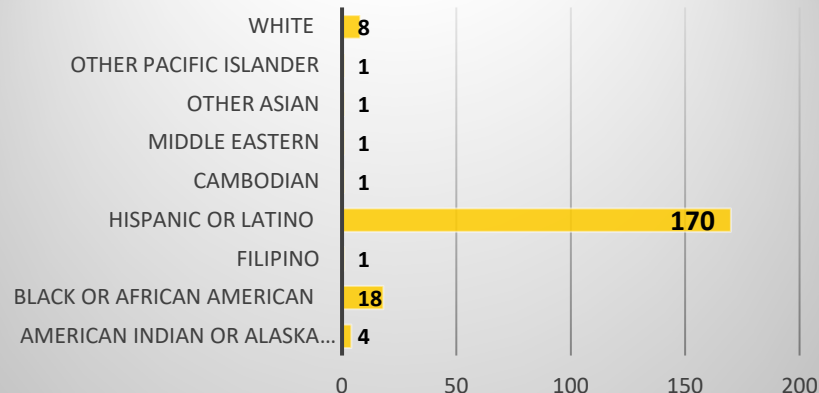
**Independent Study by Ethnicity**



**Independent Study Students by Residence**



**Independent Study Students by Race**



# We want to hear from you!

## Fresno EOC COMMUNITY NEEDS ASSESSMENT

Fresno EOC is asking Fresno County residents to share their thoughts and experiences on how we can better serve our communities.

- 1 Scan the QR Code to take the survey or visit [fresnoeoc.org](http://fresnoeoc.org)

Survey is open from  
March 5 - April 5



- 2 Share it with friends and family

- 3 Participate in Upcoming Community Forums



Fresno  
**Economic  
Opportunities  
Commission**



**Join us for a Community Forum!**  
**Information on the reverse side**



# Community Forum Locations

We Value Your Time! All Community Forums are in-person.

Childcare and refreshments will be provided.

**Each household has the opportunity to receive a \$25 value gift card.**

Only 1 gift card per household. 18 and over. Limited space available.

## Franklin Head Start - Fresno

Saturday, March 16, 2024 • 10:00 am - 12:00 pm

1189 Martin Ave, Fresno, CA 93706

Only 93706 residents can apply for \$500 a month through  
Advancing Fresno County Guaranteed Income



## Boys and Girls Club - Pinedale

Tuesday, March 19, 2024 • 5:30 pm - 6:30 pm

343 West Minarets Ave, Pinedale, CA 93650

## AMOR Wellness - Mendota

Wednesday, March 20, 2024 • 6:00 pm - 7:00 pm

115 Belmont Ave, Mendota, CA 93640

## John Palacios Community Center - Huron

Tuesday, March 26, 2024 • 5:00 pm - 7:00 pm

16846 4th St, Huron, CA 93234

Only 93234 residents can apply for \$500 a month through  
Advancing Fresno County Guaranteed Income

**FOR MORE INFORMATION EMAIL:  
[yourvoice@fresnoeoc.org](mailto:yourvoice@fresnoeoc.org)**