



SCHOOL OF UNLIMITED LEARNING BOARD OF COMMISSIONERS REGULAR MEETING

DATE: February 23, 2026


TIME: 5:30 PM

MAIN LOCATION: Board Room 1920 Mariposa Street, Suite 310, Fresno, CA 93721

ZOOM: <https://fresnoeoc.zoom.us/meeting/register/hybyRvqHShuQ2X2dQY86aQ>

AGENDA

ITEM	SUBJECT	PRESENTER	ACTION
1. Page 3	CALL TO ORDER AND ROLL CALL: A. Board Attendance Record		
2.	POTENTIAL CONFLICT OF INTEREST <i>(Any Board Member who has a potential conflict of interest may now identify the item and recuse themselves from discussing and voting on the matter.) (FPPC §87105)</i>		
3.	PUBLIC COMMENT (Items not on the Agenda). <i>(This is an opportunity for the members of the public to address the Commission on any matter related to the Commission that is not listed on the Agenda. However, California Law prohibits the Commission from taking action on any matter that is not on the posted Agenda unless the Commission determines that it is an emergency or one of the other situations specified in Government Code section 54954.2. The Chair may limit each speaker to three (3) minutes per subject or topic.)</i>		
4. Page 4	DECEMBER 15, 2025 SOUL BOARD OF COMMISSIONERS MEETING MINUTES	Pimentel, Chair	Approve
5. Page 7	GOVERNING COUNCIL MINUTES A. December 9, 2025	Dr. Varnado, Staff	Accept
6. Page 9	2026-2027 SAFE SCHOOL PLAN A. Supporting Document	Dr. Varnado, Staff	Approve
7. Page 36	2024-2025 SCHOOL ACCOUNTABILITY REPORT CARD (SARC) A. Supporting Document	Dr. Varnado, Staff	Approve
8. Page 75	POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY AND NOTICE OF POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY A. Supporting Document	Dr. Varnado, Staff	Approve
9. Page 79	MID-YEAR LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) A. Supporting Document	Dr. Varnado, Staff	Information
10. Page 96	PRINCIPAL REPORT A. Supporting Document	Dr. Varnado, Staff	Information
11.	ADJOURNMENT	Pimentel, Chair	
NOTE:	NEXT BOARD MEETING: Monday, May 18, 2026, at 5:30 p.m. at the Fresno EOC Board Room		



Americans with Disabilities Act of 1990: Under this Act, a qualifying person may request that SOUL Board of Commissioners or Council provide a disability-related modification or accommodation in order to participate in any public meeting of SOUL Board of Commissioners or Council. Such assistance includes alternative formats for the agendas and agenda packets used for any public meetings of SOUL Board of Commissioners or Council. Requests for assistance shall be made in person at the meeting location, via telephone, or in written form to Elionora Vivanco at Fresno EOC, at (559) 263-1000 or 1920 Mariposa Street, Suite 300, Fresno, CA 93721. Requests must be received at least 48 hours prior to a scheduled public meeting.

SCHOOL OF UNLIMITED LEARNING BOARD OF COMMISSIONERS ROLL CALL 2026

#	Commissioner	Term Expiration	Target Area / Appointing / Nominating Org.	2/23	5/18	9/25	12/14	
1	ALVARADO, ALDO	Dec 2027	Head Start CWPC					
2	ARAMBULA, JOAQUIN	Dec 2027	31st Assembly District					
3	BAINES, OLIVER	Dec 2027	21st Congressional District					
4	BONNER, ALYSIA	Dec 2027	Target Area F					
5	BROOKS, SHAWN MICHELLE	Dec 2028	Target Area E					
6	BROWN, EARL	Dec 2027	Target Area G					
7	BUCKLEY, ELIZABETH	Dec 2028	Fresno Reel Pride					
8	LEON, REY	Dec 2027	Target Area B					
9	LIRA, DIANE	Dec 2027	FCSS					
10	MARTINEZ, LUIS	Dec 2028	14 th Senatorial District					
11	MCALISTER, BRUCE	Dec 2028	West Fresno Faith Based Organization					
12	MCCOY, BARIGYE	Dec 2027	Board of Supervisors					
13	MCKENZIE, DEBRA	Dec 2027	Target Area H					
14	PIMENTEL, ROBERT	Dec 2028	West Hills Community College District					
15	RODGERS, JIMI	Dec 2028	Association of Black Social Workers					
16	ROGERS, MATT	Dec 2027	Target Area C					
17	RUIZ, DAVID	Dec 2027	Juvenile Court					
18	TAYLOR, STEVEN	Dec 2027	NAACP					
19	PENDING	Dec 2028	Board of Supervisors	N/A				
20	PENDING	Dec 2027	21 st Congressional District	N/A				
	Present = O				= 1 absent			
	Absent = X				= 2 absent			
	Teleconference = T				= 3 absent			

It is the Commissioner's responsibility to check the matrix, verify accuracy and inform the Secretary or designee if any changes are needed.



SCHOOL OF UNLIMITED LEARNING BOARD OF COMMISSIONERS MEETING MINUTES

DATE: December 15, 2025

TIME: 5:30 PM

LOCATION: Nielsen Conference Center 3110 W Nielsen Ave, Fresno, CA 93706

1. CALL TO ORDER AND ROLL CALL:

Oliver Baines, Board Chair, called the meeting to order at 5:45 p.m.

Present: Aldo Alvarado, Joaquin Arambula, Oliver Baines, Alysia Bonner, Earl Brown, Elizabeth Buckley, Diane Lira, Luis Martinez, Bruce McAlister, Debra McKenzie, Alena Pacheco, Robert Pimentel, Jimi Rodgers, David Ruiz, and Steven Taylor.

Teleconference: Matt Rogers.

Absent: Charles Garabedian, Brian King, Rey Leon, and Barigye McCoy.

2. POTENTIAL CONFLICT OF INTEREST

No action required.

3. PUBLIC COMMENTS

Public Comment: None heard.

No action required.

4. NOVEMBER 17, 2025 SOUL BOARD OF COMMISSIONERS MEETING MINUTES

Public Comment: None heard.

Motion by: Brown **Second by:** Ruiz

Ayes: All in favor.

Nays: None heard.

5. GOVERNING COUNCIL MINUTES

A. September 9, 2025

B. October 14, 2025

C. November 12, 2025

Motion by: Bonner **Second by:** Ruiz

Ayes: All in favor.

Nays: None heard.

6. PRESENTATION OF SCHOOL OF UNLIMITED LEARNING 2024-2025 AUDIT

Kip Hudson, CPA, of Hudson & Company, Inc. provided an overview of the School of Unlimited Learning financial statements and independent auditor's reports for the fiscal year ended June 30, 2025.

Hudson stated they issued the audit on November 25, 2025, with an unmodified opinion and that in their opinion, the financial statements disclosures were neutral, consistent and clear. The audit was conducted at the School of Unlimited Learning, with a positive collaboration. No material adjustments or major disagreements with management were noted. Management provided representations, and the financial statements were consistent with expectations. No other independent accountancy consultations were identified. Testing showed no issues related to compliance or internal controls, and no deficiencies or weaknesses were found in the audit reports.

Hudson stated the main financial statements indicate total assets of approximately \$3.1 million, a decrease of \$315,000 from the previous year, mainly due to a decline in fund receivables, liabilities decreased to about \$448,000, primarily from reduced deferred revenues. Net assets are around \$2.7 million.

Hudson reported that total revenues and support were just under \$4 million, a slight decrease of about \$65,000 from the previous year, remaining consistent overall. However, there were notable changes within those revenue amounts. Local control funding revenues decreased by approximately \$179,000 due to lower average daily attendance of about 181 students this year compared to 190 last year. This decline was offset by an increase in other federal and state revenues, mainly a \$143,000 boost in state grants and deferred revenue used this year. Expenses totaled about \$4 million, which is about \$652,000 higher than the previous year, driven by higher salaries, supplies and consulting and contractual services. Overall, these changes resulted in a net asset increase of approximately \$19,000.

Hudson stated the cash flow statements and footnotes were included, with no new footnotes required this year, except for a footnote on subsequent events regarding fiscal year 2025-2026. Supplemental information highlighted a decrease in average daily attendance from 199 to 181, due to new changes implemented during the year. Overall, no issues or findings were noted in the audit, and the report concluded with an open invitation for questions.

Commissioner Arambula requested clarification on the current Average Daily Attendance (ADA) and emphasized the importance of achieving future revenue neutrality. To accomplish this, it is essential to thoroughly analyze both revenue streams and expenditures, implement strategies to sustain funding, and manage costs effectively to ensure long-term financial stability. Dr. Dion Varnado, Principal/Academic Officer, reported that SOUL budgeted for an ADA of 185 students and is currently at 181, which is within the expected range. The official ADA figure (P2) will be finalized in March. To improve attendance, staff are implementing incentives such as movie nights and pizza parties.

Dr. Varnado also noted statewide enrollment is projected to decline from 5.8 million to 4.9 million between 2023 and 2033, driven by lower birth rates and high living costs. This trend has led to closures in some districts and charter schools. However, SOUL's enrollment remains

stable at approximately 200 students, supported by strong community reputation and generational ties.

Chair Baines expressed appreciation for Dr. Varnado and his staff, commending their efforts over the past year to correct the organization's course and improve operations after a period of challenges.

Public Comment: None heard.

Motion by: Arambula **Second by:** Rodgers

Ayes: All in favor.

Nays: None heard.

7. **ADJOURNMENT**

The meeting adjourned at 6:00 p.m.

**FRESNO EOC SCHOOL OF UNLIMITED LEARNING
GOVERNING COUNCIL MEETING
SOUL Conference Room
Tuesday, December 9, 2026
MINUTES**

1. Meeting called to order by Dr. Terry Allen 8:31 a.m.
2. Community Action Promise
Dr. Terry Allen guided the Governing Council in reading the Community Action Promise.
3. Roll call facilitated by Jimi Rodgers.

Voting Members	Present	Excused	Absent	Non-Voting Member	Present	Excused	Absent	Guests
Terry Allen, Ed.D., Chair, Retired Teacher Representative	X			Steven Lewis		X		
Benita Washington, Vice Chair, FSU Social Worker Representative			X	Felicia Olais	X			
Jimi Rodgers, Secretary, Fresno EOC Commissioner	X			Dr. Sean Virnig	X			
Bruce McAlister, Fresno EOC Commissioner			X					
Lindsay Dozier, Law Enforcement	X							
Julio Romero, EOC Health Services	X							
Debra McKenzie, Fresno EOC Commissioner	X							
Patrick Turner, Fresno EOC Training and Employment	X							
Parent Rep Lucy Luttrell	X							
Student Rep's (2) Sandra Salinas, Kiana Lujan	X		X					
Dion Varnado, Staff Representative, Principal	X							
Rena Failla, Staff Representative, Guidance Coordinator	X							
Courtney Griffin, Staff Representative, Guidance Dean	X							
Sandy Lomelino, Staff Representative, Vice Principal	X							

4. Approval of Minutes

October 14, 2025, Governing Council Meeting Minutes
November 12, 2025, Governing Council Special Meeting Minutes

Public Comments: None heard.

Motion by: Rodgers, **Second by:** Romero
Ayes: Griffin, Lomelino, Luttrell, Varnado, Allen, Failla, Dozier, Salinas, Turner, McKenzie
Nays: None

5. 2024-2025 SOUL Audit Report

Dr. Varnado presented the School of Unlimited Learning's (SOUL) portion of the audit to the Governing Council, noting that SOUL received no audit findings for the 2024–2025 fiscal year. Kip Hudson of Hudson and Company Inc. will deliver a comprehensive presentation of the 2024–2025 Audit Report to the EOC Board of Commissioners during the meeting held on December 15, 2025.

Public Comments: None heard.

Motion by:, Griffin **Second by:** Romero
Ayes: Lomelino, Luttrell, Varnado, Allen, Failla, Dozier, Salinas, Turner, McKenzie, Rodgers
Nays: None

6. SOUL Update: Principal Report

Dr. Varnado provided an overview of the demographics related to both classroom-based and personalized learning programs as outlined in the Principal's Report.

Additional topics presented to the Governing Council included:

- Dr. Varnado is scheduled to present SOUL's Charter Petition to the Fresno Unified School District Board on Wednesday, January 14, 2026. The Board's response is expected to be announced at the February 25, 2026, Board Meeting.
- Six students successfully completed the OSHA Certification program through Valley Apprenticeship Connections (VAC).
- SOUL, in partnership with First Presbyterian Church, hosted another highly successful Winter Wonderland celebration for students and their families.
- Beginning in March, students will start electrical training. Interest in technical certificates continues to grow as students explore career pathway options.
- Eight students completed college courses during the fall semester, and twelve students are enrolled for the spring semester.
- Dr. Varnado invited Council members to attend SOUL's Winter Graduation Ceremony, scheduled for Thursday, December 18, 2025, with ceremonies at 10:00 a.m. and 1:00 p.m.

7. Other Business

Dr Terry Allen announced that the next Governing Council meeting will be held, Tuesday, January 13, 2026

8. **Adjournment of Meeting**

Meeting adjourned at 9:02 am

Submitted by Commissioner Jimi Rodgers, SOUL Governing Council Secretary

BOARD OF COMMISSIONERS MEETING

Date: February 23, 2026	Program: School of Unlimited Learning
Agenda Item #: 6	Director: N/A
Subject: 2026-2027 Safe School Plan	Officer: Dr. Dion Varnado

Recommended Action

The School of Unlimited Learning (SOUL) Governing Council recommends approval for full Board consideration of SOUL’s 2026-2027 Safe School Plan.

Background

This item was reviewed and approved at the February 3, 2026, SOUL Governing Council meeting.

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. Attached is the 2026/2027 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

Action on this agenda item will have no fiscal impact.



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: 2026 TO 2027**

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: 559-777-2443

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



Preparing Career Ready Graduates

Fresno Unified School District Comprehensive Safe School Plan

Board of Education

Veva Islas, Board President Aliyah Barajas, Liaison
Andy Levine, Clerk Michelle Rodriguez, Liaison
Valerie F. Davis, Trustee Amy Xiong, Liaison
Keshia Thomas, Trustee Jaqueline Cruz, Liaison
Elizabeth Jonasson Rosas, Trustee Brandalyn Hastings, Liaison
Claudia Cazares, Trustee Astrid Ayala, Liaison
Susan Wittrup, Trustee OPEN, Liaison

Superintendent of Schools

Mao Misty Her

Executive Officer, Health Services, Safety and Emergency Response

Amy Idsvoog

Executive Director, Risk Management

Stacey Sandoval

District Manager II

Job Melton

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 in charge of 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:

- ✓ 2026-2027 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)
- ✓ 2026-2027 Lockdown drill – Four times per school year, One per quarter. – (before school, after school, lunch time and instructional time).
- ✓ 2026-2027 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle school level and two times at the high school)
- ✓ 2026-2027 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 Gary.Moore@fresnounified.org, Safety Manager II. 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	Dion Varnado	559-500-5076
	1. Alternate	Courtney Griffin	559-500-0954
	2. Alternate	Rena Failla	559-500-0961
Planning/Intelligence	Office Manager	Marilyn Wheeler	559-500-0947
	1. Alternate	Allison Nakazawa	559-777-7966
	2. Alternate	Patricia Billeadeau	559-777-7956
Operations	Principal	Dion Varnado	559-500-5076
	1. Alternate	Courtney Griffin	559-500-0954
	2. Alternate	Rena Failla	559-909-4649
Logistics	Plant Coordinator	Dion Varnado	559-500-5076
	1. Alternate	Marilyn Wheeler	559-500-0947
	2. Alternate	Rena Failla	559-500-0961
Administration/Finance	Financial Officer	Leticia Rodriguez	559-263-1058
	1. Alternate	Salaam Nalia	559-263-1042
	2. Alternate	Dion Varnado	559-500-5076
Other	Vice Principal	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 9-12)	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:

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: Dion Varnado 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

**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
Dion Varnado	Administrator	Principal, Assistant Principal or Designee	Rena Failla
Sandy Lomelino	Mental Health Professional	School Psychologist or Student Assistants, (SAP) Counselor, Counselor Trained in Threat Assessment	Nidia Vargas
Courtney Griffin	Law Enforcement	Security Staff	Michael Potts
Marilyn Wheeler	Principal Secretary	School Social Worker or other staff determined by the principal	Allison Nakazawa

BP 2250 Principal's Designee
Ed Code 7 Delegate of Powers
FIRST AID RESPONDERS

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

The following staff members are designated emergency first aid responders for the **2025-2026** school year at School of Unlimited Learning Charter High School.

CPR/AED	FIRSTAID	Expiration	NAME	TITLE	Room/Phone
X	X	08/27	Dion Varnado	Principal	559) 500-5076: Principal's Office
X	X	08/27	Rena Failla	Guidance Counselor Coordinator	(559) 500-0961: Guidance Counselor Coordinator's Office
X	X	08/27	Courtney Griffin	Guidance Dean	(559) 500-0954: Guidance Dean Office
X	X	08/27	Marilyn Wheeler	Senior Administrative Assistant	(559) 500-0947: Administrative Assistant Office
X	X	08/27	Kienan Clewis	Teacher	(559) 500-5049:
X	X	08/27	Nidia Vargas	College and Career Advisor	(559) 549-9011: Career Center Office
X	X	08/27	Michael Potts	School Services Technician	(559)777-5593: School Services Technician Office
X	X	08/27	Andrew Williams	Teacher	(559) 500-0981:
X	X	08/27	Shannon Sani	Teacher	(559) 500-5085:
X	X	08/27	Luis Baca	Teacher	(559) 500-5046:
X	X	08/27	Michael Cantu	Teacher	(559) 500-5047:
X	X	08/27	Sandy Lomelino	Vice Principal	(559) 500-0980:
X	X	08/27	Mong Vang	Case Manager	(559) 777-5719: Case Manager Office
X	X	08/27	Meghan Ballard	Teacher	(559) 500-5057 Room 3
X	X	08/27	Johnny Vasquez	Teacher	(559) 570-0457
X	X	08/27	Gladys Banda	ELD Coordinator	(559) 777-5129: Theater
X	X	08/27	Zachary Reinhold	Teacher	(559) 500-5001: Room 2
X	X	08/27	Patricia Billeadeau	Data Resource Specialist	(559) 777-7956: Data Resource Specialist Office
X	X	08/27	Gloria Rodriguez	Attendance Secretary/Home School Liaison	(559) 570-0576: Front Reception
X	X	08/27	Carlos Custodio	Building Maintenance	(559) 570-0457: On-Site
x	x	08/	Martin Mendez	Teacher	(559) 549-9011

		27			
X	X	08/27	Allison Nakazawa	Registrar	(559) 777-7966: Registrar Office
X	X	08/25	Yunhua Moreno	Teacher	(559) (559) 570-0533
			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 Sandy Lomelino	TITLE Vice Principal
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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	School Services Technician	(559) 777-5593 Theater and Rec Room
Mong Vang	Case Manager	(559) 777-5719 Rooms 1 and 2
Nidia Vargas	College and Career Advisor	(559) 777-7943 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 **2026-2027** 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	Vice Principal	(559) 500-0980

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

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

Communication

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

Primary: In Person

Alternate: By Phone

Alternate: By Email

Fresno Unified School District Pandemic Influenza Management Plan

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

PHASES OF A PANDEMIC

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

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

Pandemic Phases	Public Health Goals	Fresno Unified School District Goals
<p>Pandemic Alert Period</p> <p><i>Phase 3</i> – 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><i>Phase 4</i> – 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><i>Phase 5</i> – 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><i>Phase 6</i> – 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	Allison Nakazawa	Guidance Counselor Coordinator	a
Sandy Lomelino	Nidia Vargas	Vice Principal	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 559-457-3000 from an outside line) of the emergency and media response. Notify Vanessa Ramirez, at (559) 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 (559-457-3733).**
 - Designate a person to record incidents for documentation purposes including debriefing.
6. Ensure that the emergency phones are in working order and that precautions are taken to keep that number private.
 7. Ensures that each classroom or homeroom maintains a current emergency card system for every student (i.e., copies of emergency card or other effective system, which summarizes the information on the emergency card). (See Student Release Team page)
 8. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
 9. Assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room to locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures.
 - h. Check building utility systems and appliances for damage.
 10. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
 11. Plans alternate classroom evacuation routes if standard routes are obstructed.
 12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
 13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.
 14. Inform any satellite programs (on or adjacent to your site) of the emergency immediately. (Example: Parenting Center, Pre-school, Special Needs Program).

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

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

2026-2027 Fire Drill Schedule

Month	Date	Time
July		
August		
September		
October	October 15, 2026	11:00 a.m. (Instructional Time)
November		
December		
January	January 28, 2027	12:30 p.m. (Lunch)
February		
March		
April	April 22, 2027	3:45 p.m. After School
May		
June		

2026-2027 Lockdown Drill Schedule / 4 Drills for the School Year

Semester	Date	Time
Before School	September 17, 2026	7:15 a.m.
Lunch	November 26, 2026	12:30 p.m.
Instructional Time	February 25, 2027	11:50 a.m.
After School	April 22, 2027	2:30 p.m.

2026-2027 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 2026 – Great California Shake Out	October 15, 2026 10:15 a.m..

2026–2027 Reunification Drill

First Semester	Date	Time
	November 5, 2026	12:00 p.m.
Second Semester	Date	Time
	February 4, 2027	2:30 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.

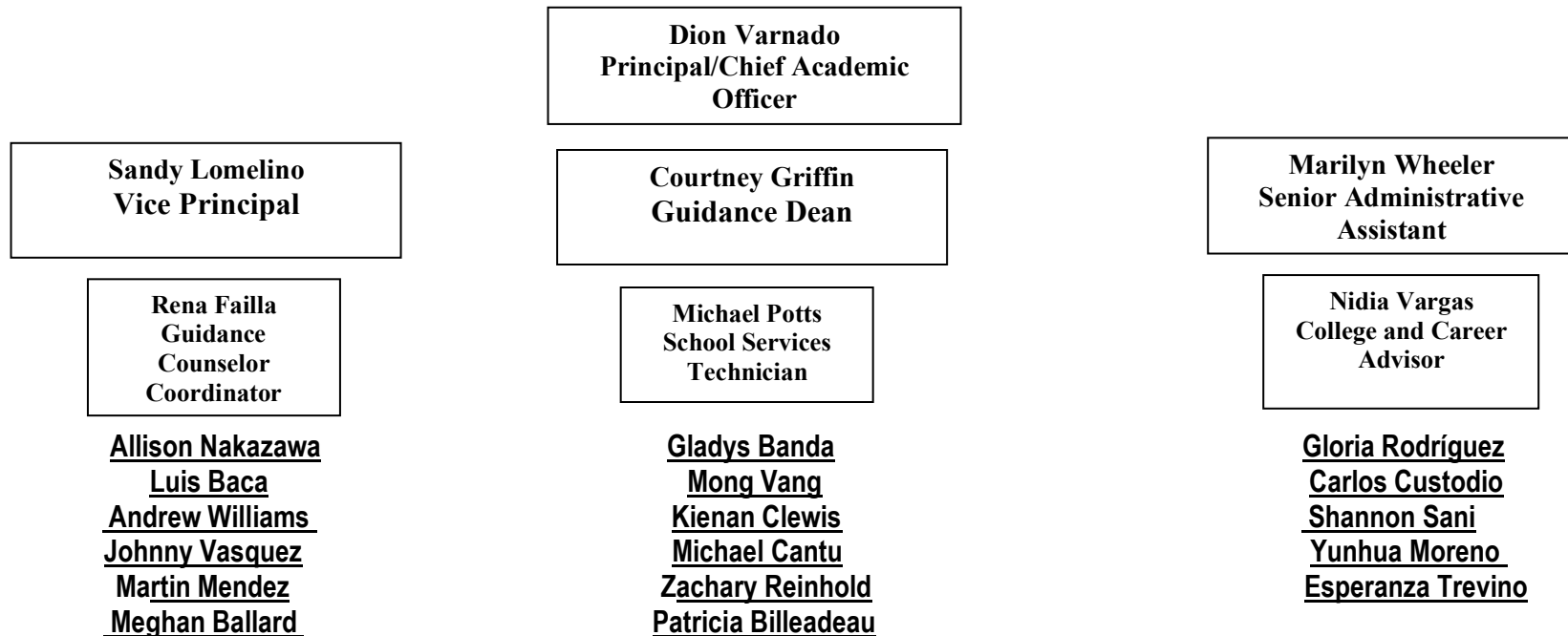
1. Imminent Danger Signal – A verbal Lockdown call will be made over the PA system and over the two-way radios to signal staff to lock down. Remember, **RUN-HIDE-FIGHT** in the event of an Active Assailant. **RUN:** If a safe path is available. **HIDE:** If you cannot get out safely. **FIGHT:** If your life is in danger. An announcement over the PA System will be made to indicate when the lockdown is lifted.
2. Marilyn Wheeler will be in charge of emergency first aid: the Theater or other designated area will be utilized as a gathering place.
3. The Principal will maintain phone communication with Fresno EOC.
4. Rena Failla will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of Fresno EOC.
6. The Maintenance Director will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. When the imminent danger signal is given, teachers should take the following actions:
 - Proceed immediately to classrooms and/or offices.
 - Direct as many students as possible into classrooms/offices.
 - Supervise the area outside room until students are in rooms.
 - Lock doors and follow classroom emergency guide instructions
 - Barricade all doors.
 - Gather students in the farthest corners of the room away from the doors and windows if possible.
 - Ensure all phones are silent. Students and staff should remain silent.
 - 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 administrative staff of any additional incidents.
 - Students are to remain in the classroom until the all-clear signal is given
8. If gunfire is heard, everyone should be instructed to get under desks and away from windows.
9. School staff should stay until the crisis is declared over

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

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

PHONE TREE

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



Campus Visibility Deployment of Staff

High School Campus	Name	Before/After School Location	Lunch Location	Passing Location
Principal	Dion Varnado	Upstairs Near classrooms	Rec Room	Upstairs Classroom Area
Guidance Dean	Courtney Griffin	Outside Entrance of School	Recreation Room	Downstairs Reception Area
School Services Technician	Michael Potts	Recreation Room/Outside Entrance	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	Outside Entrance of School	Recreation Room	Upstairs Classroom Area
College and Career Advisor	Nidia Vargas	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Senior Administrative Assistant	Marilyn Wheeler	Upstairs near classrooms	Upstairs near classrooms	Upstairs Classroom Area
ELD Coordinator	Gladys Banda	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Vice Principal	Sandy Lomelino	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Registrar	Allison Nakazawa	Recreation Room	Recreation Room	Recreation Room
Teacher	Andrew Williams	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Zachery Reinhold	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Yunhua Moreno	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Johnny Vasquez	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Martin Mendez	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Kienan Clewis	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Michael Cantu	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Luis Baca	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Teacher	Shannon Sani	Upstairs Classroom Area	Upstairs Classroom Area	Upstairs Classroom Area
Attendance Secretary/Home School Liaison	Gloria Rodriguez	Downstairs Reception Area	Downstairs Reception Area	Downstairs Reception Area
Maintenance	Carlos Custodio	School Grounds	School Grounds	School Grounds

Recommendations and Assurances

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

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates formed a school safety planning committee with the minimum of the following members:
 - The principal or the principal’s designee
 - One teacher who is a representative of the recognized certificated employee organization
 - One parent whose child attends the school
 - One classified employee who is a representative of the recognized classified employee organization
 - Other members, if desired
3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Fresno Unified School District Comprehensive Safe School Plan template have been met.
4. This school plan was adopted by the school site council on: _____February 3, 2026_____.

Attested:

Dion Varnado
School Principal

Signature

Date

Terry Allen, Ed.D
Governing Council Chair

Signature

Date

BOARD OF COMMISSIONERS MEETING

Date: February 23, 2026	Program: School of Unlimited Learning
Agenda Item #: 7	Director: N/A
Subject: 2024-2025 School Accountability Report Card (SARC)	Officer: Dr. Dion Varnado

Recommended Action

The School of Unlimited Learning (SOUL) Governing Council recommends approval for full Board consideration of 2024-2025 School Accountability Report Card (SARC).

Background

This item was reviewed and approved at the February 3, 2026, SOUL Governing Council meeting.

California schools are required by the State of California Department of Education to submit a School Accountability Report Card (SARC) for the previous school year. Attached is the 2024-2025 SARC. SOUL's Accountability Report Card is developed each year using the CA Department of Education template for all schools in California.

Fiscal Impact

Action on this agenda item will have no fiscal impact.

School of Unlimited Learning
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

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

Principal: Efrem "Dion" Varnado,
Principal/Chief Financial Officer

Phone: (559) 500-5076

Grade Span: 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Efrem "Dion" Varnado, Principal/Chief Financial Officer

📍 Principal, School of Unlimited Learning

Contact

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

Phone: (559) 500-5076

Email: dion.varnado@fresnoeoc.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Her, Mao Misty
Email Address	misty.her@fresnounified.org
Website	www.fresnounified.org

School Contact Information (School Year 2025–26)

School Name	School of Unlimited Learning
Street	2336 Calaveras St.
City, State, Zip	Fresno, CA , 93721-1104
Phone Number	(559) 500-5076
Principal	Efrem "Dion" Varnado, Principal/Chief Financial Officer
Email Address	dion.varnado@fresnoeoc.org
Website	https://fresnoeoc.org/soul/
Grade Span	9-12
County-District-School (CDS) Code	10621661030642

School Description and Mission Statement (School Year 2025–26)

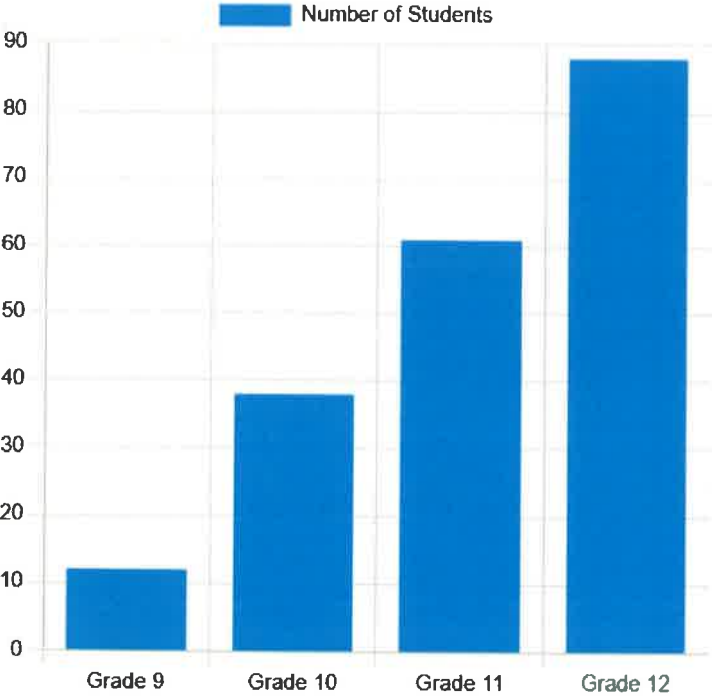
School of Unlimited Learning (SOUL) educational program is located at the Fresno EOC Sanctuary Youth Center at 2336 Calaveras Street. SOUL's instructional staff consists of 11 fully credentialed, full-time teachers, who serve an average of 200 students per semester. SOUL offers a rigorous academic, standards-based 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.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	12
Grade 10	38
Grade 11	61
Grade 12	88
Total Enrollment	199



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	54.80%
Male	45.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.50%
Black or African American	7.00%
Filipino	0.00%
Hispanic or Latino	86.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.50%
White	2.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.60%
Foster Youth	3.00%
Homeless	13.60%
Migrant	0.00%
Socioeconomically Disadvantaged	94.50%
Students with Disabilities	12.60%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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	67.64%	3256.60	85.12%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	126.10	3.30%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	9.00%	221.10	5.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	21.73%	83.50	2.18%	11746.90	4.23%
Unknown/Incomplete/NA	0.10	1.45%	138.40	3.62%	14303.80	5.15%
Total Teaching Positions	11.00	100.00%	3825.90	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	8.10	73.70%	3262.60	84.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	116.10	3.02%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	9.10%	245.40	6.38%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	12.37%	81.20	2.11%	12112.80	4.34%
Unknown/Incomplete/NA	0.50	4.73%	143.30	3.72%	13705.80	4.91%
Total Teaching Positions	10.90	100.00%	3848.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021-22 Number	2022-23 Number	2023-24 Number
Permits and Waivers	0.00	0.6	0.00
Misassignments	0.10	0.3	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.9	1.00

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

Indicator	2021-22 Number	2022-23 Number	2023-24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.4	0.00
Local Assignment Options	2.90	1.9	1.30
Total Out-of-Field Teachers	2.90	2.3	1.30

Class Assignments

Indicator	2021-22 Percent	2022-23 Percent	2023-24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	1.8%	9.20%
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%	0%	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>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: February 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9-12</p> <p>Responsive Education Solutions 2020</p> <p>Romeo and Juliet Barrons</p> <p>Cyrano de Bergerac Rostand</p> <p>Fiddler on the Roof Stein</p> <p>The Odyssey Hinds</p> <p>Night Wiesel</p> <p>To Kill a Mocking Bird Lee</p> <p>Howl's Moving Castle Wynne Jones</p> <p>English Intervention</p> <p>Harcourt 2015</p> <p>2025</p> <p>Credit Recovery</p> <p>Read 180 Houghton Mifflin</p> <p>MyPath Imagine Learning</p> <p>Edgenuity</p>	0
Mathematics	<p>Geometry Houghton Mifflin Harcourt Publishing 2018</p> <p>Algebra 1 Houghton Mifflin Harcourt Publishing 2012</p> <p>Algebra 2 Houghton Mifflin Harcourt Publishing 2018</p> <p>Consumer Math Globe Fearon 2014</p> <p>Focus on Personal Financial Literacy Mcgraw Hill 2024</p> <p>Basic Math AGS Publishing 2003</p> <p>Math Intervention</p> <p>Harcourt 2015</p> <p>2025</p> <p>Math 180 Houghton Mifflin</p> <p>MyPath Imagine Learning</p>	0
Science	<p>Inspire Earth Science McGraw Hill 2020</p> <p>Inspire Biology McGraw Hill 2020</p> <p>Environmental Science Savvas 2021</p> <p>Physical Science Globe Fearon 1998</p>	0
History-Social Science	<p>World History McGraw Hill 2019</p> <p>United States History McGraw Hill 2019</p> <p>Economics Glencoe 2019</p> <p>American Government Savvas 2019</p>	0
Foreign Language	<p>Asi se dice McGraw Hill 2016</p>	0
Health	<p>Teen Health Glencoe 2021</p> <p>Healthy Relationships Glencoe 2021</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Music Appreciation Responsive Education Solutions 2020 & Edgenuity Introduction to Art Imagine Learning https://r05.core.learn.edgenuity.com/	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Our recent school facility safety walk showed all areas to be in good standing.

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: December 2025

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: December 2025

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	15%	13%	35%	37%	47%	48%
Mathematics (grades 3-8 and 11)	0%	0%	25%	27%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	61	92.42%	7.58%	13.11%
Female	30	29	96.67%	3.33%	6.90%
Male	36	32	88.89%	11.11%	18.75%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	61	58	95.08%	4.92%	13.79%
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	11	9	81.82%	18.18%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	65	60	92.31%	7.69%	13.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	62	93.94%	6.06%	0.00%
Female	30	29	96.67%	3.33%	0.00%
Male	36	33	91.67%	8.33%	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	61	59	96.72%	3.28%	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	11	9	81.82%	18.18%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	65	61	93.85%	6.15%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

**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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	5.13%	18.75%	17.18%	18.29%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	48	97.96%	2.04%	18.75%
Female	34	34	100.00%	0.00%	17.65%
Male	15	14	93.33%	6.67%	21.43%
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	42	41	97.62%	2.38%	19.51%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	48	47	97.92%	2.08%	17.02%
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.

Career Technical Education (CTE) Programs (School Year 2024–25)

Students have the opportunity to obtain college credit and/or industry-recognized certifications through CTE courses and experiences. Business and industry partners are an integral part of learning for both our teachers and students as they provide industry connections to curriculum that engage students in the world of work. CTE also helps employers fill needs in high-skill, high-wage, and high-demand areas. Courses include Human Growth and Development, Food Safety and Sanitation, Careers in the Health Sciences. Our courses are through Edgenuity and our onsite representative is Meghan Ballard 559-500-1352.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
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	50%

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.50%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	6.25%

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 2024–25)

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
9	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

A minimum of 6 parent meetings are held each year. Parents are advised of meetings via phone calls, texts, and ParentSquare. In addition, 5 ELAC meetings are planned each 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.

State Priority: Pupil Engagement

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

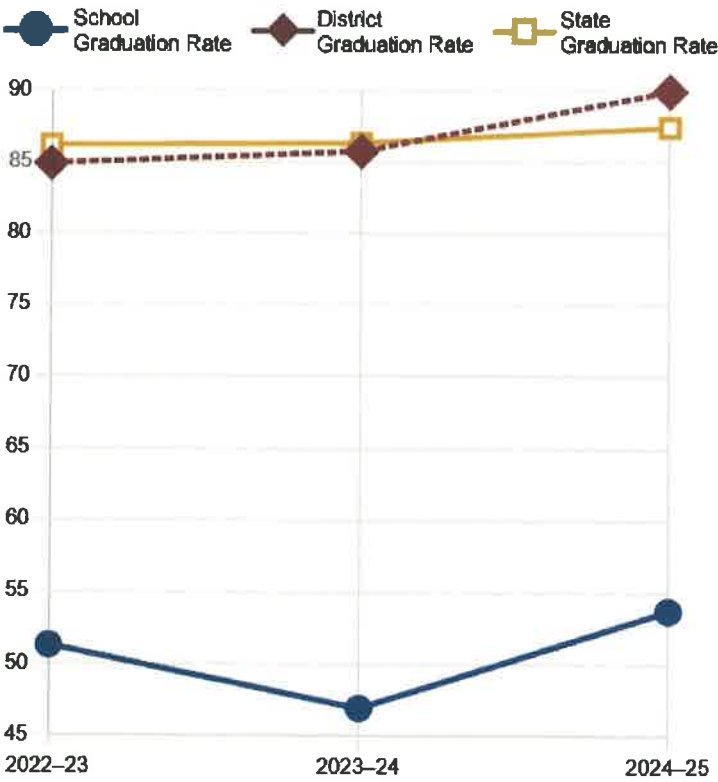
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

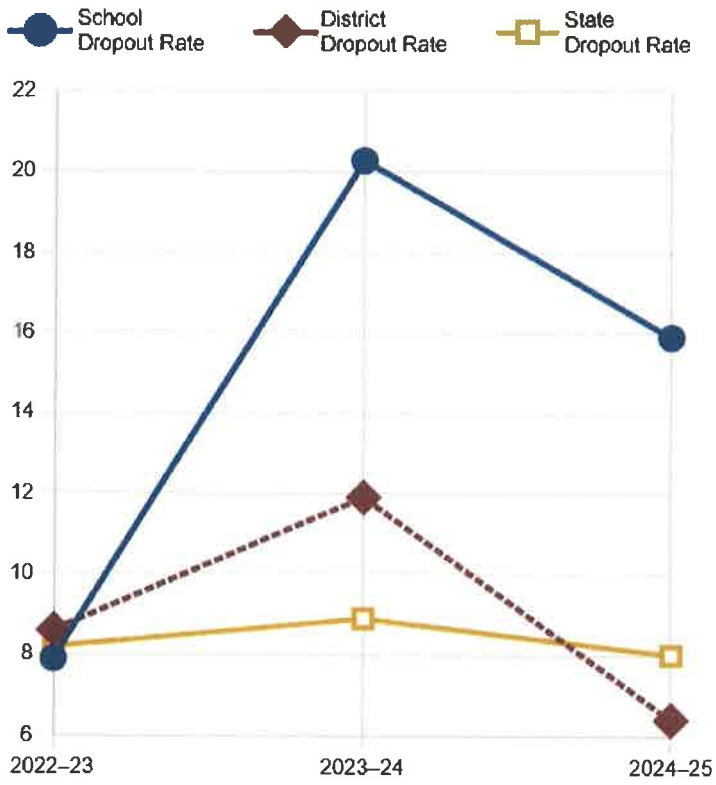
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	51.3%	46.9%	53.7%	84.9%	85.8%	90.0%	86.2%	86.4%	87.5%
Dropout Rate	7.9%	20.3%	15.9%	8.6%	11.9%	6.4%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	82	44	53.7%
Female	52	32	61.5%
Male	30	12	40.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	66	36	54.5%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	17	9	52.9%
Socioeconomically Disadvantaged	80	43	53.8%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	13	8	61.5%

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.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	259	244	67	27.5%
Female	136	129	34	26.4%
Male	123	115	33	28.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	21	20	12	60.0%
Filipino	--	--	--	--
Hispanic or Latino	218	205	50	24.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	30	30	9	30.0%
Foster Youth	--	--	--	--
Homeless	44	43	19	44.2%
Socioeconomically Disadvantaged	243	231	64	27.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	33	10	30.3%

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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	2.65%	6.16%	1.93%	7.20%	6.57%	5.92%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.23%	0.13%	0.17%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.93%	0.00%
Female	2.21%	0.00%
Male	1.63%	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	4.76%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.83%	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	6.67%	0.00%
Foster Youth	0.00%	0.00%
Homeless	9.09%	0.00%
Socioeconomically Disadvantaged	2.06%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.03%	0.00%

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.

School Safety Plan (School Year 2025–26)

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, the 2024-2025 Safe School Plan was approved on February 4, 2025.

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 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 (Elementary) (School Year 2023–24)

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 2024–25)

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 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	28		
Mathematics	14.00	11	3	
Science	14.00	10	1	3
Social Science	13.00	14	1	2

* 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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	22		1
Mathematics	12.00	14	3	
Science	17.00	7	1	4
Social Science	18.00	9	2	5

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	104.5

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17600.00	\$2300.00	\$15312.00	\$81473.00
District	N/A	N/A	--	\$98522.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

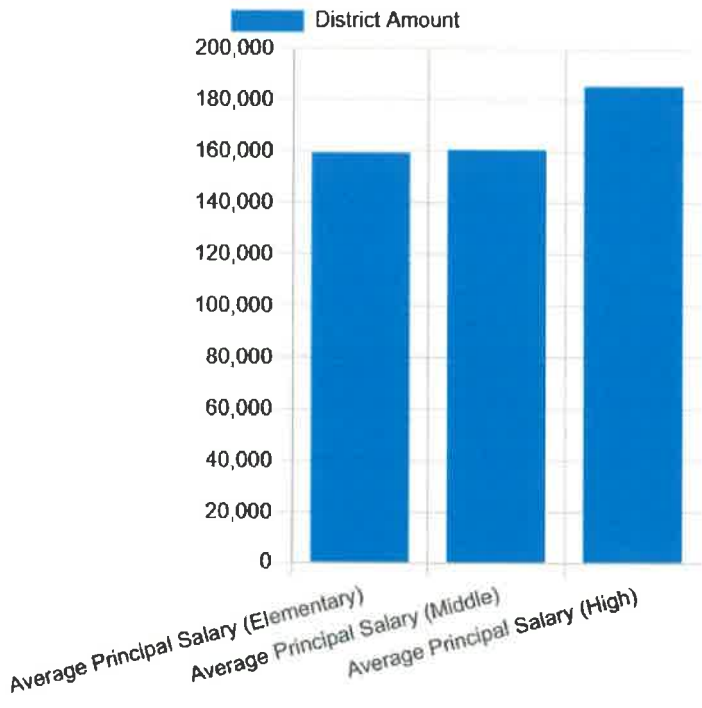
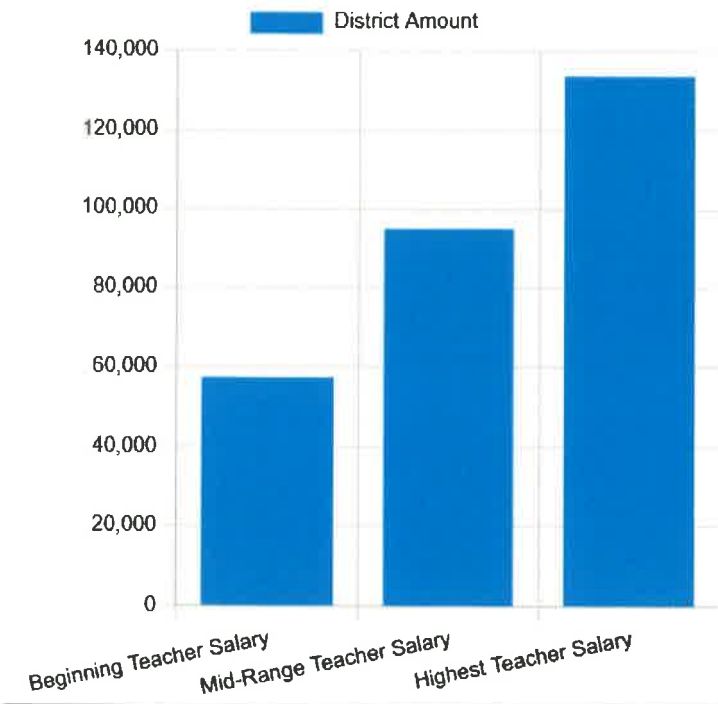
Types of Services Funded (Fiscal Year 2024–25)

Title I	Federal categorical program designed to ensure that all children have an equitable opportunity to obtain a high quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can be used to supplement all areas of the curriculum except physical education. Use of funds may include any or all of the following: supplemental staff to reduce class size, professional learning, supplemental academic tutors/materials, technology to support instruction, home school liaisons, parent training, parent centers and babysitting.
Local Control Funding Formula	LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and supports for economically disadvantaged students, English Learners and Foster Youth. Funds may be used to support instruction, professional development, implement state standards, improve school climate, or meet the social/emotional needs of students, and related expenses detailed in the supplemental and concentration funding plan (LCAP).
Elementary and Secondary School Emergency Relief (ESSER III) Fund	ESSER funds support health and safety measures, facility improvements, and sanitation supplies; technology for student access; mental-health services; targeted support for vulnerable student groups; learning-loss interventions including tutoring and extended learning; and staffing needed to maintain safe, continuous school operations.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57334.00	\$60862.67
Mid-Range Teacher Salary	\$95174.00	\$93575.04
Highest Teacher Salary	\$133776.00	\$125548.29
Average Principal Salary (Elementary)	\$159684.00	\$157644.72
Average Principal Salary (Middle)	\$160910.00	\$165340.66
Average Principal Salary (High)	\$185669.00	\$182579.89
Superintendent Salary	\$406886.00	\$357064.20
Percent of Budget for Teacher Salaries	27.63%	30.36%
Percent of Budget for Administrative Salaries	5.84%	4.88%

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



Advanced Placement (AP) Courses (School Year 2024–25)

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.

Professional Development

The school provides a comprehensive schedule of staff development to support continuous improvement in teaching and learning. Prior to the start of the academic year, staff participate in five dedicated professional development days focused on instructional planning, data analysis, and preparation for student success. In addition to these preseason days, the school allocates two professional development days during the school year to deepen staff expertise and address emerging instructional needs. Ongoing learning is further supported through structured weekly sessions: in the fall, professional development is held on Tuesdays and Thursdays, and in the spring it continues on Thursdays for 2 hours. This consistent and collaborative model ensures that staff have regular opportunities to refine instructional practices and align efforts with schoolwide goals.

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	10	20	20

BOARD OF COMMISSIONERS MEETING

Date: February 23, 2026	Program: School of Unlimited Learning
Agenda Item #: 8	Director: N/A
Subject: Policy Regarding Immigration Enforcement Activity and Notice of Policy Regarding Immigration Enforcement Activity	Officer: Dr. Dion Varnado

Recommended Action

The School of Unlimited Learning (SOUL) Governing Council recommends approval of SOUL’s Policy Regarding Immigration Enforcement Activity and Notice of Policy Regarding Immigration Enforcement Activity.

Background

This item was reviewed and approved at the February 3, 2026, SOUL Governing Council meeting.

In early 2025, the U.S. Department of Homeland Security rescinded its longstanding policy limiting immigration enforcement in schools and other “sensitive locations.” As a result, the California Legislature amended EC 234.7 to further safeguard students and school communities by imposing new restrictions, prohibitions and obligations on districts and COEs in response to immigration enforcement activities.

Fiscal Impact

Action on this agenda item will have no fiscal impact.

NOTICE OF POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY

Important: This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available at the School of Unlimited Learning or on the school website at <https://fresnoeoc.org/soul/>.

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial

warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the schoolsite administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available upon request at the School of Unlimited Learning.

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator:** <https://locator.ice.gov/odls#/search>
- **Legal Assistance:** California organizations accredited by Board of Immigration Appeals at <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>; Self-Help Centers at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- **Consulates/Embassies:** Contact your country of origin's consulate for assistance

BOARD OF COMMISSIONERS MEETING

Date: February 23, 2026	Program: School of Unlimited Learning
Agenda Item #: 9	Director: N/A
Subject: Mid-Year Local Control Accountability Plan (LCAP)	Officer: Dr. Dion Varnado

Recommended Action

The information presented below is intended to keep the board apprised on SOUL's Mid-Year Local Control Accountability Plan (LCAP) Update.

Background

This item was reviewed and approved at the February 3, 2026, SOUL Governing Council meeting.

The Local Control Accountability Plan (LCAP) is a comprehensive state plan required of district and charter schools to detail key goals, actions, and budgeted expenditures.

The Mid-Year LCAP update focuses on how additional funds are being used to benefit higher need student groups (Low-Income English Learners and Foster Youth).

Fiscal Impact

Action on this agenda item will have no fiscal impact.

LCAP Mid-Year Update

School of Unlimited Learning
February 23, 2026



Agenda

- Overview of Requirements
- Updated Budget Overview for Parents
- LCAP Goals
- Progress towards meeting goal
- Implementation and Expenditure Status

Local Control Accountability Plan (LCAP)

What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

Focus Area

How additional funds are being used to benefit higher need student groups (Low Income, English Learner, and Foster Youth)

LCAP Components 2024-2025

Mid-Year Annual LCAP Update

LCAP

Board Presentation

- Update on Budget Overview for Parents
- Currently available LCAP Outcomes
- LCAP Financial Expenditures YTD
- LCAP Actions Implementation Update
- Budget Overview for Parents
- 2025-26 Annual Update Actions and Expenditures
- Highlights, Identified Needs, Education Partner Engagement
- 2026-27 Goals, Outcomes, Actions, Expenditures
- Increased and Improved Services Requirement

Local Control Accountability Plan (LCAP)

LCAP as SPSA

Charter schools may use the LCAP to also serve as the School Plan for Student Achievement (SPSA) to describe how federal funds will be used to increase student achievement.

Updated Budget Overview for Parents

Budget Overview for Parents

Budget Item	Original Forecast 25-26	Current Forecast 25-26 Budget	Variance
Total LCFF funds	\$2,820,412	\$3,321,352	\$500,940
LCFF supplemental and concentration grants	\$816,104	\$963,341	\$147,237
All other state funds	\$261,000	\$351,220	\$90,220
All local funds	\$5,000	\$5,000	\$0
All federal funds	\$580,040	\$472,119	\$107,921
Total projected revenue	\$3,666,452	\$4,113,691	\$447,239
Total budgeted general fund expenditures	\$4,111,260	\$4,113,691	\$2,431

LCAP Goals: Progress and Implementation

Goal 1

**All students will demonstrate growth towards grade level
in Reading and Math.**

Action #	Action Title <small>*increased service for high need students</small>	Implementation Status	Budgeted Amount	Expenditures as 1st Interim
1	Intervention Supports	In Progress	\$1,853,287	\$530,538
2	Technology Supports	In Progress	\$284,400	\$151,740
3	Professional Development (PD) and Coaching to support English Language Development (ELD)*	In Progress	\$467,885	\$225,594

Goal 1 Outcomes

Metric	Baseline	Year 1 Mid Year Outcome	Year 2 Mid Year Outcome	Year 3 Target
% of students achieved RIT score Growth from Pretest to post test in Reading	A. 43% of All B. 45% of 9th grade C. 41% of 10th grade D. 44% of 11th grade E. 44% of 12th grade	A. 58% of All B. 71% of 9th grade C. 41% of 10th grade D. 65% of 11th grade E. 59% of 12th grade <i>Data Year: 2024-2025</i>	In Progress	A. 55% of All B. 55% of 9th grade C. 55% of 10th grade D. 55% of 11th grade E. 55% of 12th grade
% of students achieved RIT score Growth from Pretest to post test in Reading	A. 57% of All B. 50% of 9th grade C. 65% of 10th grade D. 50% of 11th grade E. 59% of 12th grade	A. 74% of All B. 56% of 9th grade C. 61% of 10th grade D. 79% of 11th grade E. 78% of 12th grade <i>Data Year: 2024-2025</i>	In Progress	A. 65% of All B. 60% of 9th grade C. 70% of 10th grade D. 60% of 11th grade E. 65% of 12th grade
Points below Standard in ELA	A. 53.9 Points All B. 49.8 Points LI	A. -73.4 Points All B. -74.9 Points LI <i>Data Year: 2023-2024</i>	A. -95 Points All B. -96.2 Points LI <i>Data Year: 2024-2025</i>	A. 45 Points All B. 40 Points LI
Points below Standard in Math	A. 187.4 Points All B. 186.7 Points LI	A. -200.6 Points All B. -202.7 Points LI <i>Data Year: 2023-2024</i>	A. -194.5 Points All B. -194.9 Points LI <i>Data Year: 2024-2025</i>	A. 170 Points All B. 170 Points LI

Goal 1 Outcomes

Metric	Baseline	Year 1 Mid Year Outcome	Year 2 Mid Year Outcome	Year 3 Target
% of EL's Improving on the ELPI	25% Making Progress Towards English Language Proficiency <i>Data Year: 2023-24</i>	38.1% Making Progress Towards English Language Proficiency <i>Data Year: 2024-25</i>	In Progress	35%
English Learner Reclassification Rate	0% Proficient/27% Level 3 <i>Data Year: 2023-24</i>	N/A <i>New Metric</i>	In Progress	5%
% of properly credentialed teachers	Total FTE: 11 Clear: 67.7% Out of Field: 21.7% Intern: 0.0% Ineffective: 9.1% Incomplete: 1.5% <i>Data Year: 2022-23</i>	Total FTE: 11 Clear: 73.7% Out of Field: 12.4% Intern: 0.0% Ineffective: 9.2% Incomplete: 4% <i>Data Year: 2023-24</i>	In Progress	Clear: 85% Out of Field: 15% Intern: 0.0% Ineffective: 5% Incomplete: 0%
% of students with access to their own copies of standards-aligned instructional materials	100% <i>Data Year: 2024-25</i>	N/A <i>New Metric</i>	100%	100%
School Facilities Condition	Good <i>Data Year 2024-2025</i>	N/A <i>New Metric</i>	Good	Good

Goal 2

School will provide engagement opportunities for students and Educational Partners (parents, students, staff, community members, and organizations) and promote a positive school climate to encourage student success.

Action #	Action Title	Implementation Status	Budgeted Amount	Expenditures as 1st Interim
1	Increased Parent Supports and Communications	In Progress	\$35,000	\$62,150
2	Community Engagement Opportunities for Students	In Progress	\$35,000	\$60,704
3	Educational Partner Feedback	In Progress	\$8,250	\$12,000

Goal 2 Outcomes

Metric	Baseline	Year 1 Mid Year Outcome	Year 2 Mid Year Outcome	Year 3 Target
Create a welcoming environment for educational partners	86.5% Parents reported finding every staff member to be kind and courteous 98.8% Parents reported they feel their student is safe at SOUL. <i>Data Year: 2023-24</i>	97% of Parents felt respected by staff and feel comfortable approaching school administration with concerns. 95% of Parents stated their child's school environment was safe <i>Data Year: 2024-2025</i>	In Progress	95% Parents reported finding every staff member to be kind and courteous 100% Parents reported they feel their student is safe at SOUL.
Increase the amount of time students spend on campus	86.5% of the Independent Study students spent multiple days on campus <i>Data Year: 2024-25</i>	87% of the Independent Study students spent multiple days on campus <i>Data Year: 2024-2025</i>	In Progress	95% of the Independent Study students spent multiple days on campus
Create Meaningful student participation and feel safe on campus	97.3% of students indicated they feel safe on campus <i>Data Year: 2024-25</i>	81% of students reported feeling safe from harm <i>Data Year: 2024-2025</i>	In Progress	100% of students indicated they feel safe on campus
Attendance Rate	P-2 181.26 <i>Data Year: 2024-25</i>	N/A New Metric	In Progress	185 ADA
Graduation Rate	59% <i>Data Year: 2023-24</i>	60.8% <i>Data Year: 2024-25</i>	In Progress	70%
HS Dropout Rate	20.3% <i>Data Year: 2023-24</i>	15.9% <i>Data Year: 2024-25</i>	In Progress	15%
Suspension Rate Expulsion Rate	Suspension Rate: 6.2% Expulsion Rate: 0% <i>Data Year: 2023-24</i>	Suspension Rate: 1.9% Expulsion Rate: 0% <i>Data Year: 2024-25</i>	In Progress	Suspension: <4% Expulsion: <1%

Goal 3

SOUL students will have access to develop skills and knowledge necessary to be responsible and productive citizens post-graduation.

Action #	Action Title <small>*increased service for high need students</small>	Implementation Status	Budgeted Amount	Expenditures as 1st Interim
1	Develop post secondary plan*	In Progress	\$527,295*	\$121,704
2	Flexibility in Scheduling	In Progress	\$134,356	\$62,182
3	Expansion of CTE courses*	In Progress	\$211,326	\$271,617

Goal 3 Outcomes

Metric	Baseline	Year 1 Mid Year Outcome	Year 2 Mid Year Outcome	Year 3 Target
Expansion of CTE courses	Began offering Imagine Learning CTE courses in the Fall of 2023, 20 students enrolled in various CTE courses <i>Data Year 2023-2024</i>	Expanding CTE to 2 classes with more courses (Imagine Learning), 43 students enrolled in various CTE courses <i>Data Year 2024-2025</i>	CTE courses have expanded to 3 cored with 47 students participating Fall 2025	CTE courses will expand to a total of 5 classes with 40 students participating.
Student Participation in Hybrid classes, classes taught in conjunction with students regular schedule	Fall-Spring 2023-2024 37% of all students participated in Hybrid courses	Fall-Spring 2024-2025 52% of all students participated in Hybrid courses	Fall 2025 53% of students enrolled during the fall semester participated in Hybrid courses	50% of all students participated in Hybrid courses
Increase career training and opportunities	With help from Assigned Staff and/or Case Managers, students will create post-secondary plan <i>Data Year: 2023-2024</i>	STEP program was successful this fall– 7 students graduated program with internships in the community and 8 through workforce in the Spring for a total of 15 <i>Data Year: 2024-2025</i>	STEP program had 13 graduate the program with internships in the community and 10 are estimated to completed Workforce this Spring for a total of 23 <i>Data Year: 2025-26</i>	100% of students will create a post- secondary plan. Seniors will perform exit interviews upon completion of graduation requirements
% of graduates completing A-G requirements	0% <i>Data Year: 2023-24</i>	6% <i>Data Year: 2024-25</i>	In Progress	10%
% of graduates prepared for college/career	4.6% Prepared <i>Data Year: 2023-24</i>	13.1% Prepared <i>Data Year: 2024-25</i>	In Progress	15% Prepared

Thank you for working together to review
our progress towards meeting our LCAP
goals!

BOARD OF COMMISSIONERS MEETING

Date: February 23, 2026	Program: School of Unlimited Learning
Agenda Item #: 10	Director: N/A
Subject: Principal Report	Officer: Dr. Dion Varnado

Recommended Action

The information presented below is intended to keep the Board apprised on SOUL's Principal Report for the month of January.

Background

This item was reviewed and approved at the February 3, 2026, SOUL Governing Council meeting.

The Principal's report is meant to advise the Governing Council of items that occurred during the month of January and new items currently in development. In addition, SOUL enrollment fluctuates throughout the year. Data gathered once a month is presented to the Governing Council at each meeting.

Fiscal Impact

Action on this agenda item will have no fiscal impact.

