School of Unlimited Learning

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents 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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	School of Unlimited Learning
Street	2336 Calaveras St.
City, State, Zip	Fresno, Ca, 93721-1104
Phone Number	559-498-8543
Principal	Mark A. Wilson Ed.D., Principal
E-mail Address	mark.wilson@fresnoeoc.org
County-District-School (CDS) Code	10621661030642

District	
District Name	Fresno Unified School District
Phone Number	(559) 457-3000
Web Site	http://www.fresnounified.org
Superintendent First Name	Michael
Superintendent Last Name	E. Hanson
E-mail Address	michael.hanson@fresnounified.org

Last updated: 1/29/2014

School Description and Mission Statement (School Year 2012-13)

The School of Unlimited Learning(SOUL) Charter High School serves, educates and works with students residing in Fresno the metropolitan area from ninth through twelfth grade, ages 14 through 21 who have not yet received a high school diploma. The targeted youth often, but not necessarily, have a history of low academic achievement and are not currently benefiting from available support services in the traditional school system or are in need ofmore comprehensive social services.

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

The School of Unlimited Learning's educational program offers both a classroom-based program and a non classroom-based program. Both programs are located at the EOC Sanctuary Youth Center at 2336 Calaveras Street. In 2012-2013, SOUL's teaching staff was comprised of 10 full-time teachers, with approximately 120 students per semester enrolled in the classroom-based program, and 120 enrolled in the Independent Study program.

Students enrolled in the independent study component are students who have scheduling conflicts with
a traditional school day. These students have voluntarily enrolled in this alternative instructional program. Students in both programs are assigned a case manager to assist in resolving family, social, and community needs beyond the educational requirements.

Last updated: 1/29/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parent involvement is essential to student success. Parents/guardians are encouraged to participate in the education of their child through a variety of avenues. Parents are kept abreast of school activities, events, and the educational progress of their child. The student's case manager, teachers, school administration, and counseling staff contact with parents through phone, mail, and/or personal visits. For each student, an individual parent/student orientation is provided by a case manager upon enrolling into
school. Communication between the school and home is regular and meaningful thus providing a foundation of trust and collaboration. As parents and educators successfully correspond, problems will be more readily resolved and students will make greater academic progress. Parents are encouraged to participate actively in selecting placement options with their child. Regular attendance, providing basic clothing and supplies, assisting with homework, and taking a personal interest in the academic advancement of their child are strongly encouraged. Parents can help the school through assisting in the classroom; in other learning environments;

in co-curricular and extra-curricular activities; volunteering to assist with clerical tasks; sharing special skills or knowledge; or mentoring other youth. Parents will contribute to decisions benefiting the school environment and student instruction through a variety of means: parental representation on the Governing Council, parent and leadership on the Parent Advisory Committee. The annual Parent Involvement Policy isupdated each year.

Enrollment in the School of Unlimited Learning is an acknowledgement by parent/guardian
that they

1) are willing to remain/become active in the learning of their child while he/she is enrolled in the school;

2) understand and support the distinctive nature of the school and agree to adhere to the school's policies andprocedures.

Each parent/guardian receives a Parent/Student handbook that enumerates the policies and
procedures as well as graduation requirements and courses offered.

Last updated: 1/29/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
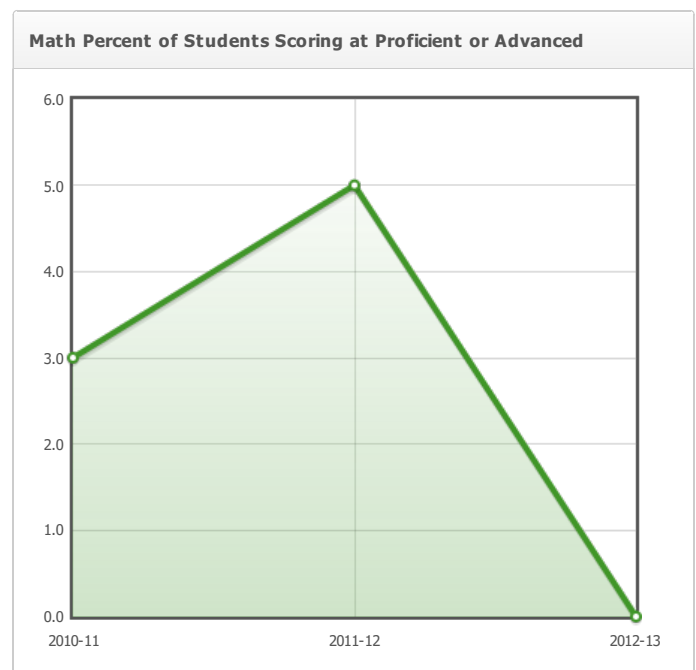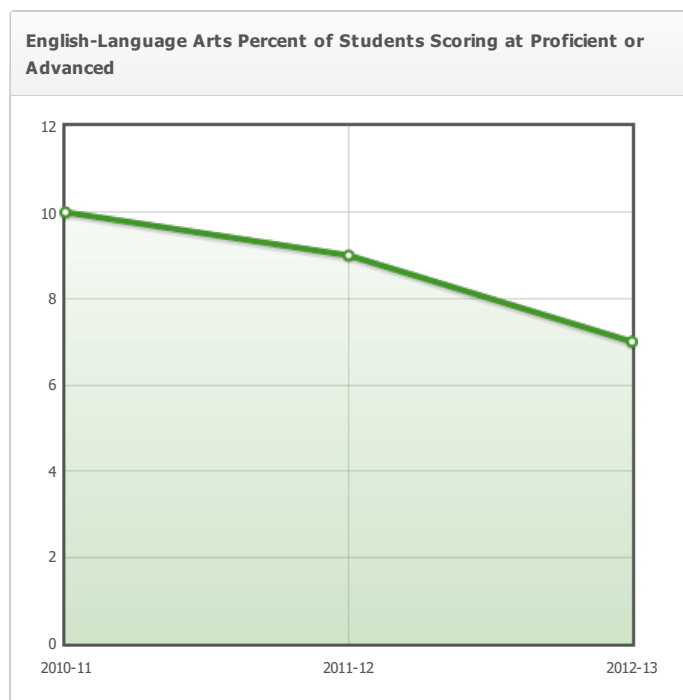
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.
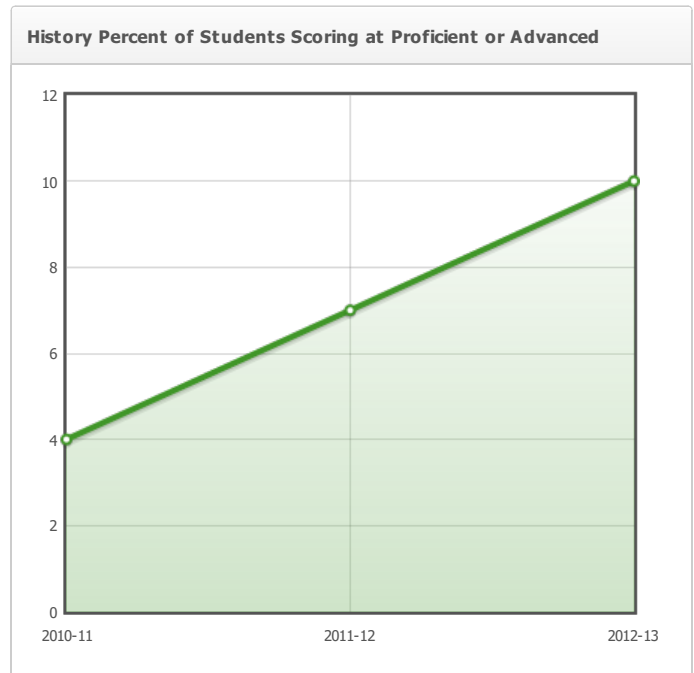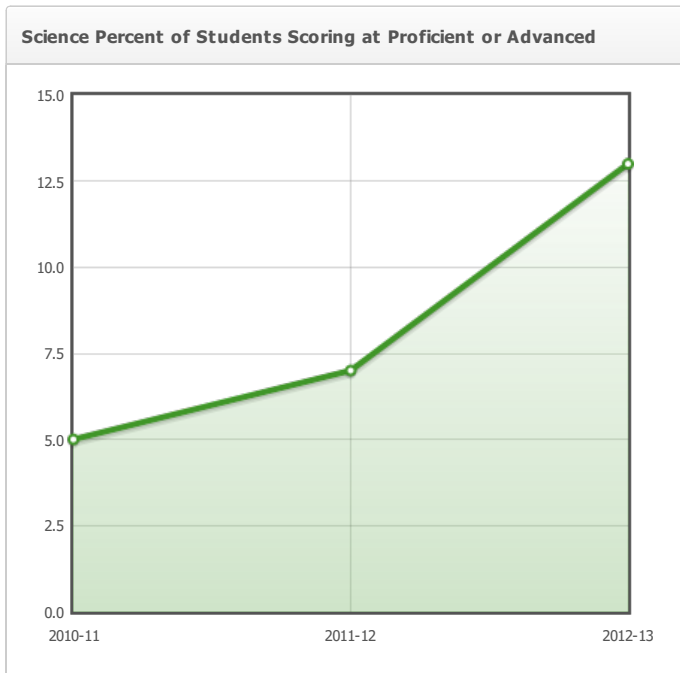
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
Subject	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
English-Language Arts	10%	9%	7%	39%	41%	41%	54%	56%	55%
Mathematics	3%	5%	N/A	40%	41%	40%	49%	50%	50%
Science	5%	7%	13%	40%	42%	42%	57%	60%	59%
History-Social Science	4%	7%	10%	35%	36%	36%	48%	49%	49%

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

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced

History Percent of Students Scoring at Proficient or Advanced

Last updated: 1/29/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	41%	40%	42%	36%
All Students at the School	7%	N/A	13%	10%
Male	5%	N/A	14%	11%
Female	8%	N/A	13%	10%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	8%	N/A	16%	11%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	7%	N/A	13%	10%
English Learners	3%	N/A	N/A	14%
Students with Disabilities	8%	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
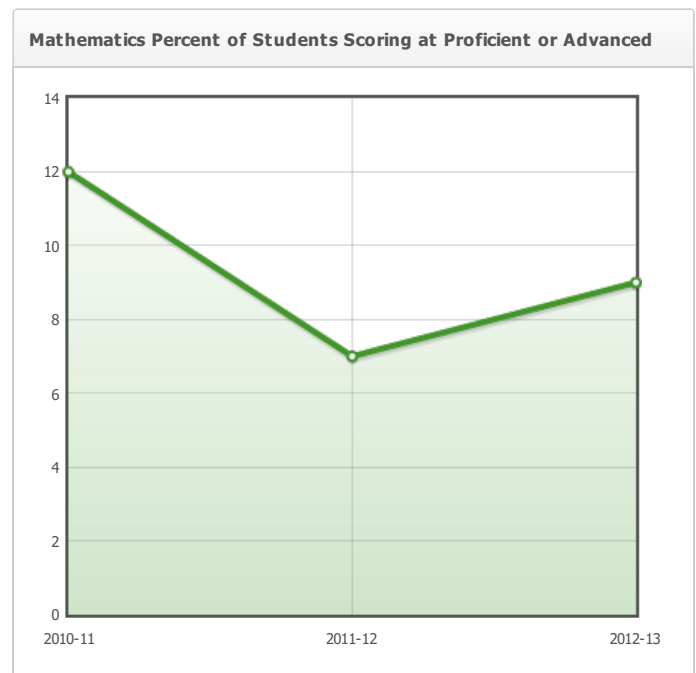
Last updated: 1/29/2014

California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	14%	23%	15%	47%	41%	41%	59%	56%	57%
Mathematics	12%	7%	9%	45%	45%	45%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
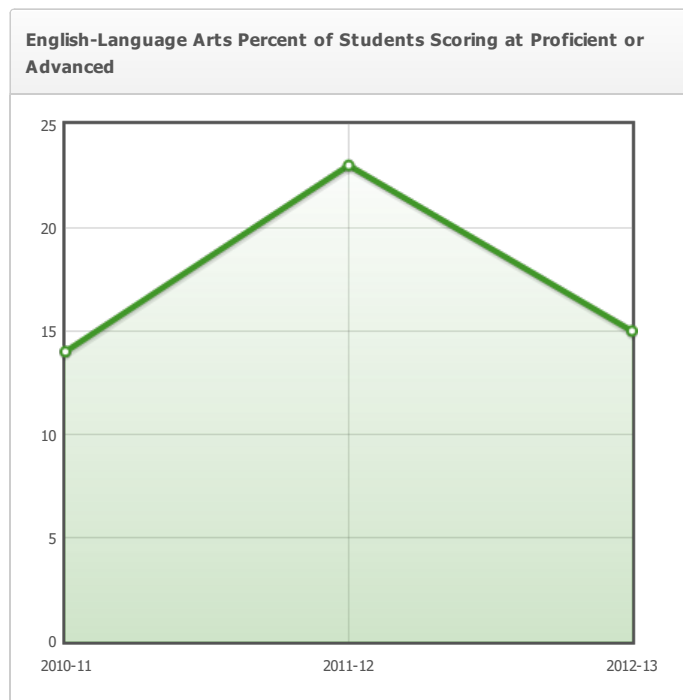
English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/29/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59%	20%	21%	55%	31%	14%
All Students at the School	85%	3%	12%	91%	9%	N/A
Male	93%	N/A	7%	93%	7%	N/A
Female	78%	6%	17%	89%	11%	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	81%	4%	15%	89%	11%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	85%	3%	12%	91%	9%	N/A
English Learners	91%	N/A	9%	91%	9%	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 1/29/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	33.3%	8.3%	25.0%

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

Last updated: 1/29/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

Last updated: 1/29/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	33	31	-67
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	16	50	-47
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	35	-66
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/29/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	76	514	49,313	724	4,655,989	790
Black or African American	7		4,485	665	296,463	708
American Indian or Alaska Native	0		278	722	30,394	743
Asian	4		5,971	762	406,527	906
Filipino	0		177	842	121,054	867
Hispanic or Latino	62	523	31,993	708	2,438,951	744
Native Hawaiian or Pacific Islander	0		169	799	25,351	774
White	2		5,726	814	1,200,127	853
Two or More Races	1		514	700	125,025	824
Socioeconomically Disadvantaged	71	518	43,391	714	2,774,640	743
English Learners	21	477	17,138	678	1,482,316	721
Students with Disabilities	7		4,999	532	527,476	615

Last updated: 1/29/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate	Yes	Yes

Last updated: 1/29/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| Indicator	School	District
Program Improvement Status	In PI	
First Year of Program Improvement	1999-2000	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/29/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

| Grade Level	Number of Students
Grade 9	7
Grade 10	34
Grade 11	69
Grade 12	104
Total Enrollment	214
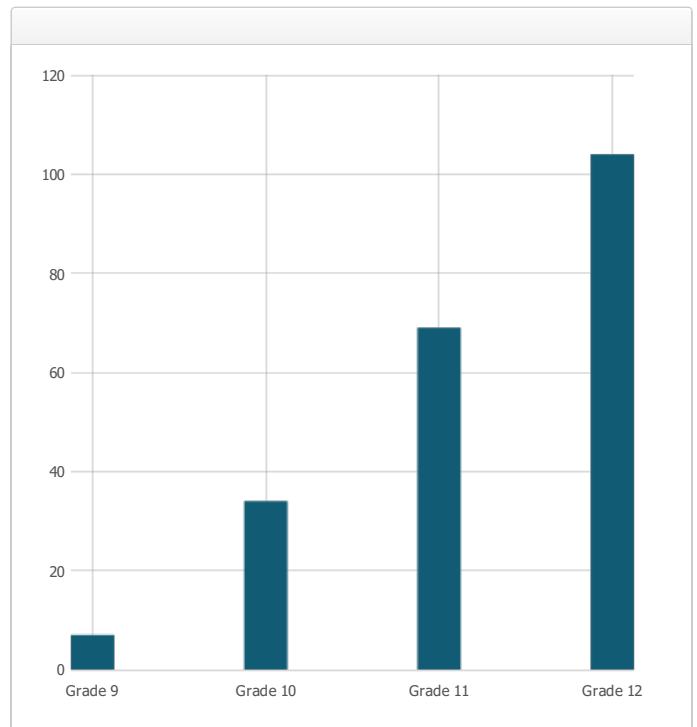
Last updated: 1/29/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	1.4
Asian	5.1
Filipino	0.0
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	0.0
White	4.7
Two or More Races	1.9
Socioeconomically Disadvantaged	94.4
English Learners	23.8
Students with Disabilities	7.5
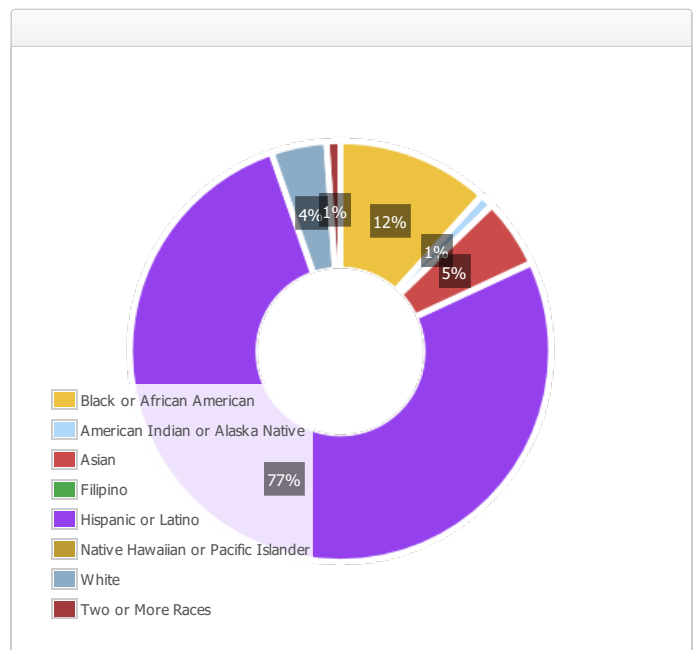
Last updated: 1/29/2014

Average Class Size and Class Size Distribution (Secondary)

	2010-11	2011-12	2012-13
	Number of Classes *	Number of Classes *	Number of Classes *

Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	34.2	4	3	2	15.2	5	4	0	25.0	2	3	1
Mathematics	34.3	8	0	1	14.8	8	1	0	19.0	6	1	
Science	34.4	3	1	1	10.5	4	0	0	23.0	1	3	
Social Science	36.8	4	3	1	17.4	4	3	0	24.0	2	1	1

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

Last updated: 1/29/2014

School Safety Plan (School Year 2012-13)

Each year SOUL develops a comprehensive Safe School and Disaster Preparedness Program Plan in conjunction with the Fresno Unified School District. The comprehensive school safety plan is revised on an annual basis each Spring and reviewed with school staff at the beginning of each school year. The 2012/2013 Safe School Plan was reviewed on August 15, 2012. Key elements of the plan include the identification of the following:

- Threat Assessment Management Team

- Immediate Care Responders

- Pandemic Influenza Management Plan

- Parent Reunification Team

- Evacuation Plan

- Fire Drill, Lockdown, and Imminent Danger Procedures and Schedule

- Employee Phone Tree

Last updated: 1/29/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	105.00	77.00	37.00			
Expulsions	0.00	0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions	Expulsions
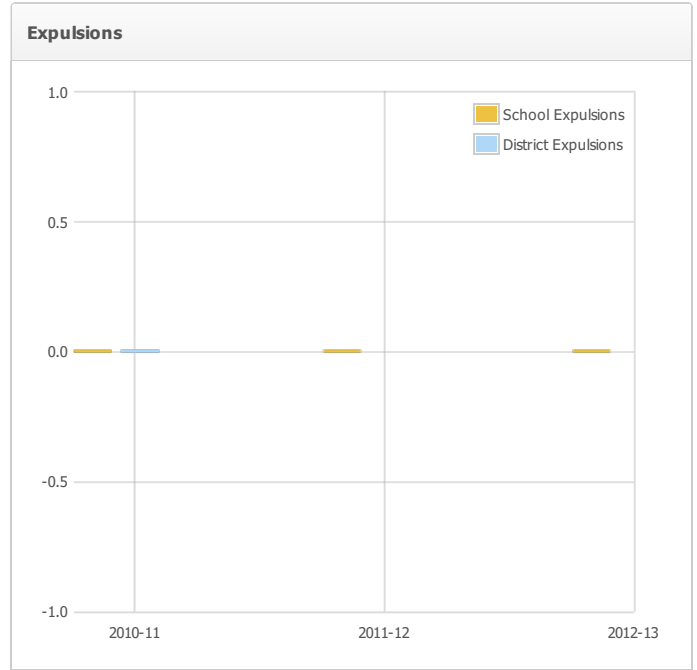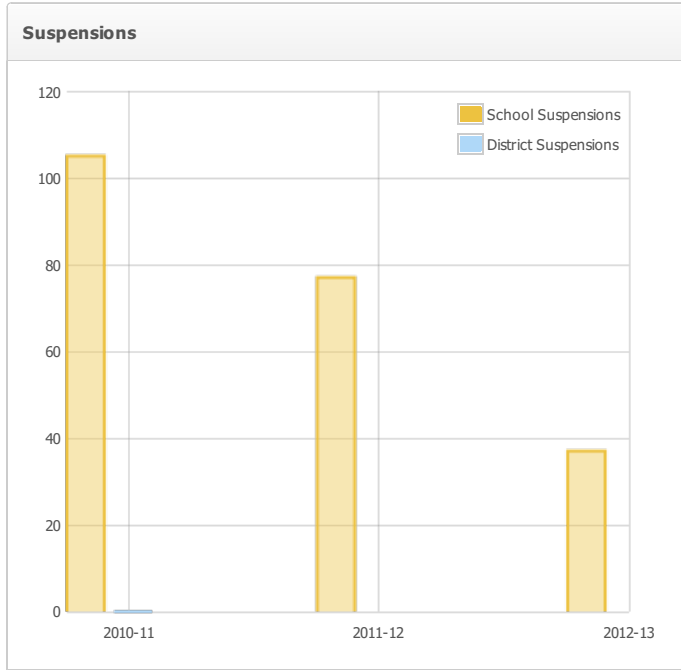
Last updated: 1/29/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The School of Unlimited Learning Charter High School provides and maintains a safe learning and working environment for all pupils and employees. All SOUL facilities meet or exceed state and local building

codes. The school undergoes an annual inspection by a city fire marshal. All use permits are on file with the City of Fresno. In addition, SOUL conducts an annual review and submits an annual comprehensive Safe School Plan to Fresno Unified School District, the school's chartering agency.

Last updated: 1/29/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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	

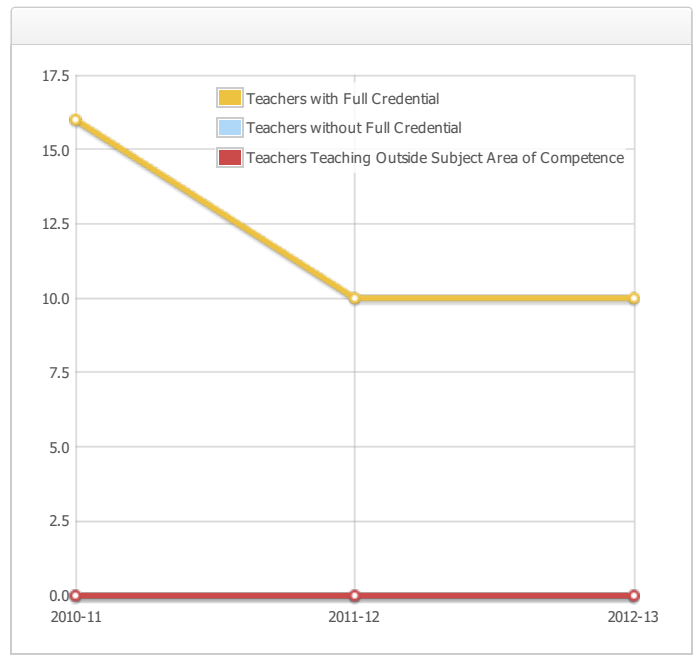## Overall Facility Rate (School Year 2012-13)

Overall Rating	Good

*Last updated: 1/29/2014*

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	16	10	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
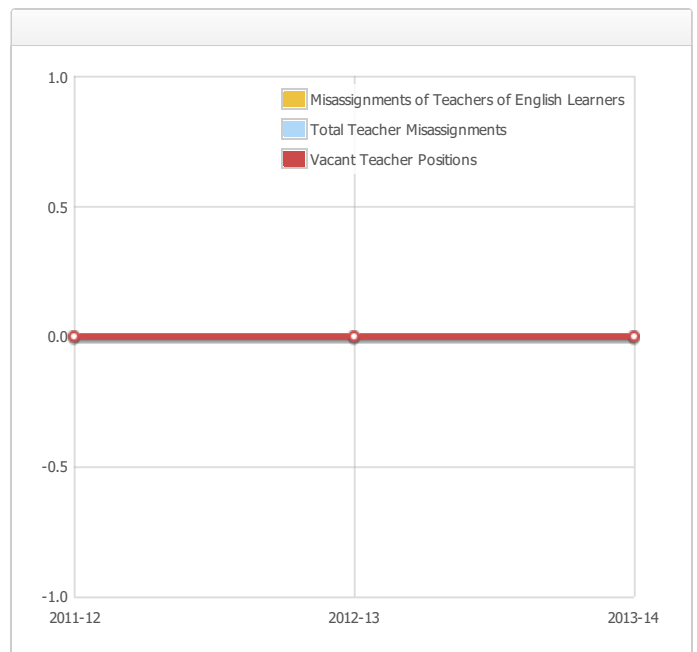
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/29/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	215.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	4.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

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

Last updated: 1/29/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	English 9: The Language of Literature, McDougal Littell English 10: The language of Literature,McDougal Littell English 11: the Language of Literature American Literature,McDougal Littell English 12: the Language of Literature, World Literature,McDougal Littell Reading Intervention: Achieve 3000 Online CAHSEE English: Meeting the California Challenge, teacher-made materials	No	0.0
Mathematics	Algebra 1: McDougal Littell, Algebra 1Globe Fearon-Algebra 1 Geometry: Geometry-Glencoe Mcgraw Hill; Geometry/Globe Fearon; Pacemaker Geometry Math Intervention: Pacemaker Series: Pre-Algebra CAHSEE Math: Meeting the California Challenge, teacher-made materials	No	0.0
Science	Environmental Science: Pearson. AGS globe. 2007. Earth Science: Globe Fearon. Fourth Edition. 2003. Biology: Cycle of Life, CORD Biology; AGS Publishing. 2006. Biology: Modern Biology Holt Reinhart Winston/ Human Biology and Health-Prentice Hall Anatomy: The Hot Zone; Random House	No	0.0
History-Social Science	World History: World History; Globe Fearon US History: America-Pathways to the Present,Prentice Hall Economics: Economics: Today and Tomorrow ;Glencoe, Government: Magruder's American Government;Prentice Hall	No	0.0
Foreign Language	NA		0.0
Health	Health: Health Skills for Wellness- Prentice Hall, teacher-made materials		0.0
Visual and Performing Arts	Music Theory:- Eiji Maruko- Fundamentals of Music Theory Handbook	No	0.0

Music Appreciation: Teacher-made materials		
Science Laboratory Equipment (grades 9-12)	NA	0.0

Music Appreciation: Teacher-made materials

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$9,867	$448	$9,429	N/A
District	N/A	N/A	N/A	$65,613
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$5,537	$69,704
Percent Difference – School Site and State	N/A	N/A	58.00%	-50.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/29/2014

Types of Services Funded (Fiscal Year 2012-13)

Most students who enroll at SOUL arrive having lacked a connectedness to the traditional high school setting, leaving them unmotivated and at risk of dropping out. To address this, SOUL has developed a more diagnostic approach to providing intervention and support services to its students. In addition to the aforementioned intervention strategies dealing with a student's academic needs, special resources are made available to address the student's personal, social, mental, emotional, and in some cases, physical needs.

Many of SOUL's students have needs reach far beyond a diagnosed deficiency in Reading or Math. Their educational shortcomings can usually be traced to a history of chronic truancy, often caused by insurmountable problems in the child's life that he/she has not been able to cope with or successfully overcome.

Learning best occurs when a student's social and family dynamics are conducive to learning. Unfortunately, many students come to school unprepared to learn because of undue emotional stress in their lives. With the help of the case managers at SOUL, along with a plethora of prescriptive supportive services, these students receive the attention and assistance they need to overcome the barriers that have led to truancy, lack of motivation and a history of academic failure.

Each student receives case management services primarily aimed at cultivating a stronger personal and social acumen. Their ability to deal with what is often a dysfunctional family and/or environment is vital to their personal and academic development. Case managers work closely with the students to access resources provided by Fresno EOC and other community agencies to address personal, family, social, and emotional needs. In addition to case management services, SOUL offers mental health counseling through Kaiser Permanente's Psychology department, as well as additional supportive services through Fresno State's Social Work program. Case managers are available to every student at SOUL, whether enrolled in the classroom-based program or in Independent Study. A family meeting is held upon enrollment, followed by several individual meetings so that a trusting relationship can be developed. Due to the typical SOUL student's history of poor academic performance, truancy, and misbehavior, meeting with a SOUL case manager is often times the first positive interaction parents have had with the educational system in years. Case managers are well versed in student needs assessment, and appropriate service and resource referrals. Many of these referral based services are offered on, or near SOUL's campus such as:

- Mental health counseling provided by Kaiser Permanente's Psychology Department Interns.
- Personal coaching and support provided by Social Work interns.
- Temporary shelter and counseling for runaway and out-of-control youth
- Child care and child development classes offered by Fresno EOC's Head Start/Early Head Start Program at SOUL's Early Head Start child development center
- Health service needs provided by Fresno EOC's health clinic.
- Housing and homelessness issues addressed by Fresno EOC's Transitional Living Center.

SOUL's greatest resource is not merely an academic program that mirrors other traditional and non-traditional high schools. Rather, SOUL provides a wide variety of avenues designed to connect students to school, whether it be through delivery of special resources and support services, or through participation in extracurricular activities. SOUL's alternative educational setting is a vehicle of opportunity, providing it's students a way out of their previous cycle of truancy and disconnectedness. SOUL delivers relevant prescriptive resources and services designed to increase school attendance, connectedness, and involvement in extracurricular activities. Services include home visits to identified truants, individualized counseling, parent engagement opportunities, and scheduled participation in extracurricular and community activities.

Last updated: 1/29/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,932	$41,462
Mid-Range Teacher Salary	$62,967	$66,133
Highest Teacher Salary	$72,921	$85,735
Average Principal Salary (Elementary)	$97,248	$107,206
Average Principal Salary (Middle)	$101,548	$111,641
Average Principal Salary (High)	$113,768	$122,628
Superintendent Salary	$274,005	$225,176
Percent of Budget for Teacher Salaries	38.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

Principal Salary Chart
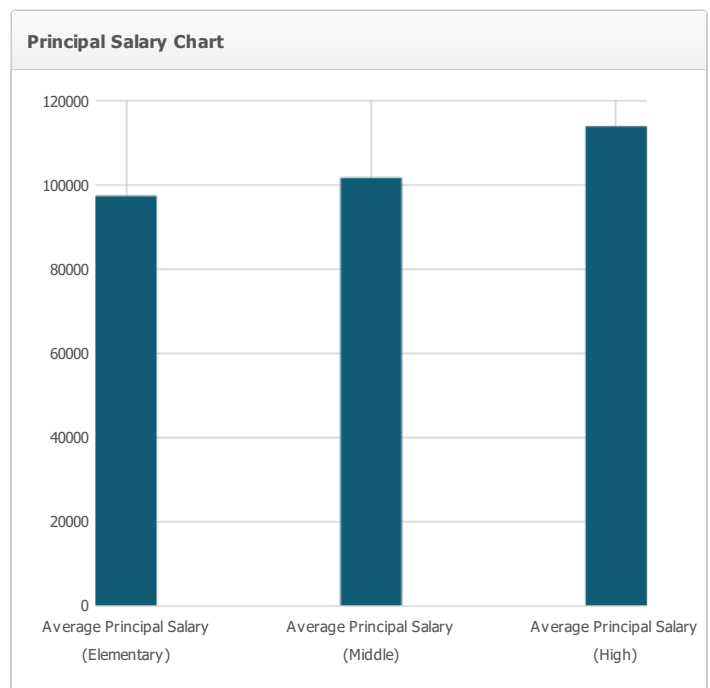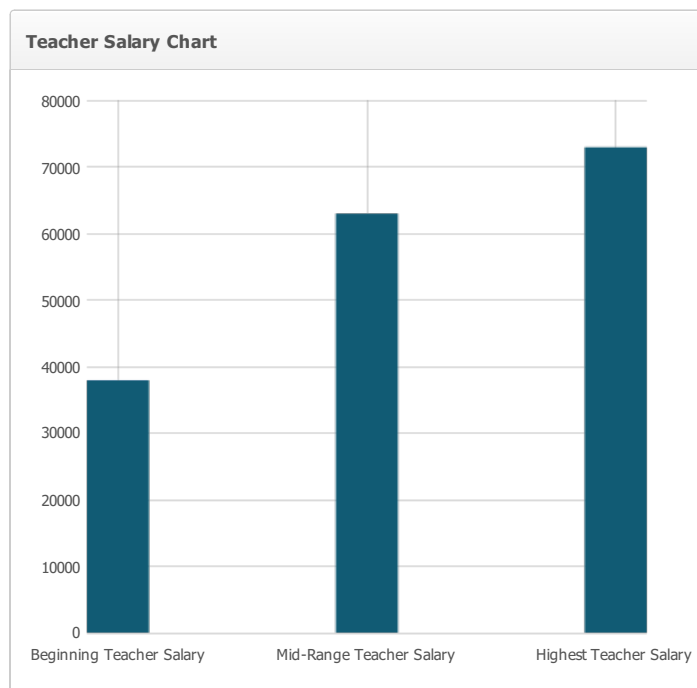
Last updated: 1/29/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page.

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page.

Dropout Rate and Graduation Rate

	School			District			State		
Indicator	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
Dropout Rate	50.4	38.4	39.3	20.1	16.6	15.1	16.6	14.7	13.1
Graduation Rate	19.33	24.11	25.00	69.20	73.43	74.75	74.72	77.14	78.73

Dropout/Graduation Rate Chart
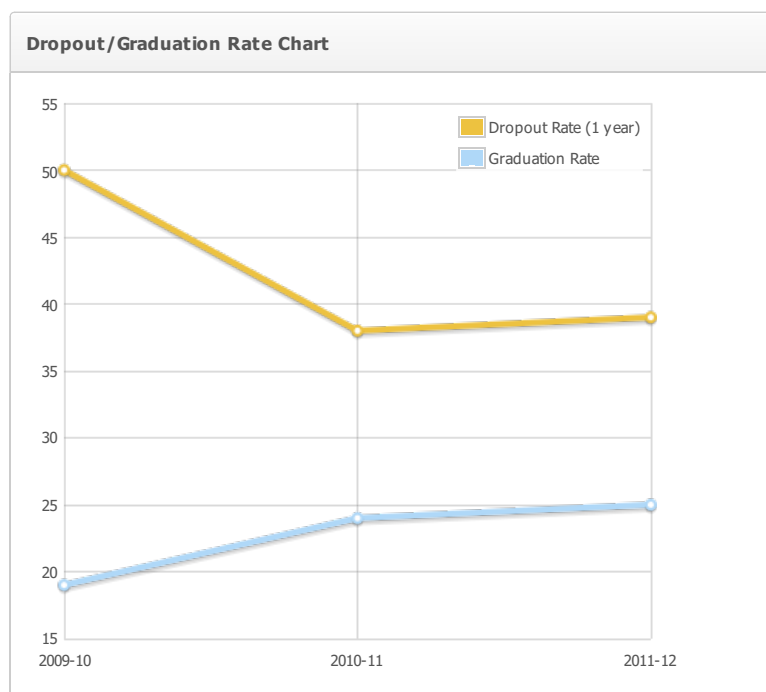
Last updated: 1/29/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	52	4,132	418,598
Black or African American	8	422	28,078
American Indian or Alaska Native		32	3,123
Asian	4	739	41,700
Filipino		19	12,745
Hispanic or Latino	38	2,179	193,516
Native Hawaiian or Pacific Islander		16	2,585
White	2	702	127,801
Two or More Races		21	6,790
Socioeconomically Disadvantaged	51	3,448	217,915
English Learners	14	1,150	93,297
Students with Disabilities		259	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/29/2014

Career Technical Education Programs (School Year 2012-13)

The School of Unlimited Learning offers an introductory Career Exploration course primarily to 12th grade students. This course is considered an elective course and contains a work experience component which offers SOUL students practical on-the-job experience at a designated worksite. Students also complete career assessments, prepare resumes, and learn successful interviewing techniques to secure employment.the Career Exploration course is has a writing and research component. This course is considered an elective course.

Last updated: 1/29/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/29/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	18.8
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/29/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/29/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The School of Unlimited Learning schedules a total of five school days per year to staff development, which is detrmined using student assessment data primarily from STAR and CASHEE ressults from the previous year. Three of the five days are scheduled prior to the first day of school, whereas two of the five days are scheduled throughout the school year- one in the Fall and the other in the Spring. In 2012, SOUL initiated an early release schedule each Monday to allow teachers to engage in professional development activities on a weekly basis. Weekly staff development time focuses on curricular alignment to the Common Core State Standards, sharing instructional strategies with other teachers, and refining State standards-driven lesson plans to elicit greater student engagement. An annual staff development plan is developed to better identify teachers' needs with respect to curriculum and instruction. In 2012/2013 staff development needs focused primarily on the transition to Common Core State Standards, as well as maximizing student participation through effective rigorous instruction, high student engagement classroom management, peer observations, and Explicit Direct Instruction.

Last updated: 1/29/2014