Assurance Learning Academy

2013-2014 School Accountability Report Card

Published in the 2014-15 School Year

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**CDS Code:
19-75309-0127100**

**Grades
Nine through Twelve**

Principal

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Data Sources

Data within the SARC was provided by Assurance Learning Academy, retrieved from the 2013-14 SARC template, located on Dataquest (*http://data1.cde.ca.gov/dataquest*), and/or Ed-Data website.

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/*.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/*.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

The school's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.

In order to carry out this mission, the school strives to equip the surrounding area students with the educational skills necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, the school emphasizes increased parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

The school places a strong emphasis on parental involvement within the learning process. Parents are viewed as an essential link in improving education; therefore, parents are encouraged to take part in their children's education through frequent communication with the teachers, participation in school related functions, and attendance in school sponsored parent development workshops. By providing a vehicle for meaningful parental involvement, the school strives to bridge the gap between school and home. It is the hope of the school that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

School Profile (School Year 2014-15)

Assurance Learning Academy is a public charter school that offers a personalized educational program for high school students and families who prefer using an Independent Study model to meet academic needs. Typical students are those who have become dissatisfied with the quality of education they are receiving in the local public school systems. Students come to the school because they were unsuccessful in the traditional high school setting or they needed a more personalized approach to education. Other students need the flexibility of an independent study model to meet family obligations such as work or child care needs. Regardless of the reason, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized, education for students.

School Enrollment
(School Year 2013-14)

In the 2013-14 school year, Assurance Learning Academy enrolled 498 students in grades 9-12. The charts display school enrollment broken down by grade or student group. **Because the school opened in the 2012-13 school year, there is no prior year data to report.**

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
8th	-	1	
9th	-	16	11
10th	-	26	50
11th	-	46	143
12th	-	76	294

Enrollment by Student Group	
2013-14	
	Percentage
African American	21.7%
American Indian	1.8%
Asian	0.6%
Hispanic or Latino	63.7%
Pacific Islander	0.6%
White	11.6%
English Learners	14.9%
Socioeconomically Disadvantaged	87.6%
Students with Disabilities	9.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
- School facilities are maintained in good repair

Teacher Assignment

The school recruits and employs the most qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

Teacher Credential Status			
	School		
	12-13	13-14	14-15
Fully Credentialed	9	31	35
Without Full Credentials	0	0	0
Working Outside Subject	0	0	0

Teacher Misassignments & Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers
(School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified."

Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: *http://www.cde.ca.gov/nclb/sr/tq/*.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	88.0%	11.0%

Textbooks & Instructional Materials (School Year 2014-15)

The school determined that each student has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, foreign languages, and visual and performing arts for use in the classroom and to take home. The table displays information collected in December 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th	Algebra I	McGraw-Hill	2014	Yes	0.0%
11th	Algebra II	McDougal Littell	2007	Yes	0.0%
9th	Earth Science	Prentice Hall	2006	Yes	0.0%
12th	Economics	Prentice Hall	2007	Yes	0.0%
9th-12th	English/ Language Arts	Houghton Mifflin/ Harcourt	2014	Yes	0.0%
9th-10th	Foreign Language	Glencoe	2005	Yes	0.0%
10th	Geometry	Prentice Hall	2007	Yes	0.0%
10th-12th	Health	Pearson	2006	Yes	0.0%
10th-11th	Science	Prentice Hall	2007	Yes	0.0%
12th	United States Government	Holt	2007	Yes	0.0%
11th	United States History	Houghton Mifflin	2014	Yes	0.0%
9th	World Geography	Pearson	2013	Yes	0.0%
10th	World History	Houghton Mifflin	2014	Yes	0.0%

School Facilities (School Year 2014-15)

Assurance Learning Academy (ALA) takes great efforts to ensure that all of its campuses are clean, safe, and fully functional with all necessary repairs being attended to with urgency. ALA has established cleaning standards for all school facilities, and an outside vendor routinely cleans the school and makes sure that all necessary toiletries are restocked on a daily basis to ensure the health and safety of students and staff. The chart displays the results of the most recent facilities inspection at the school.

School Facility Conditions				
Date of Last Inspection: 11/30/2014				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)
• The Academic Performance Index
• The percentage of pupils 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

Testing Data Note

As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section. This report offers district and state data for comparison to satisfy reporting requirements.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. **Because the school opened in the 2012-13 school year, there is no prior year data to report.**

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	*	6	16	51	54	62	60	59	60

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	62
School	16
Males	20
Females	12
African American/Black	12
Hispanic	17
Socioeconomically Disadvantaged	14

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. **NOTE: CST was last administered in 2012-13. Because the school opened in the 2012-13 school year, there is no prior year data to report.**

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 website at *http://star.cde.ca.gov*.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts			13	57	57	48	54	56	55
Mathematics			4	41	39	31	49	50	50
History/Social Science			10	45	44	35	48	49	49

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. The table displays the school's API ranks and actual API point changes by student group for the past three years. *Because the school opened in the 2012-13 school year, there is no prior year data to report.*

API School Results			
	2011	**2012**	**2013**
Statewide	-	-	1
Similar Schools	-	-	-
Group	**10-11**	**11-12**	**12-13**
All Students at the School			
Actual API Change	-	-	B

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the Federal No Child Left Behind (NCLB) law.

UC/CSU Course Completion

Students at Assurance Learning Academy are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2013-14)	5.9%
Graduates Who Completed All Courses Required for UC/CSU Admission (2012-13)	0.0%

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education (CTE) Programs (School Year 2013-14)

The school continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic know ledge with technical skills as needed for today's modern workforce, and the school is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with local businesses and trade schools.

For the 2013-14 school year, the school added several soft-CTE courses to its course offerings; these courses include Introduction to Computers and Information Technology and Career Ready (preparation for the WorkKeys National Career Readiness Certificate). These courses complement the school's existing TechVantage Courses which include Computer Literacy, Hardware Technology, and Office Technology.

The school also provides students General Work Experience Education (WEE). This program is designed to help students earn elective credits while developing job skills and learning about career opportunities. The program, which follow s the state's Work Experience Education framework and content standards, was developed with guidance from the California Association of Work Experience Educators (CAWEE) and the Work Experience Education Resource and Assistance Network (WEERAN). Students in the WEE program can earn five elective credits over an 18-week period, up to a 40-credits maximum, while attending the school. Participating students who are minors are allowed to work up to 48 hours per week. The school requires that the supervising teacher determine if the student is eligible or ready to participate in the program. To qualify, the student must be at least 16 years old, be currently enrolled in the school, work no more than 40 miles from campus, attend school regularly, demonstrate acceptable grades and citizenship, sufficiently complete and return all academic and course assignments and have passed the CAHSEE or be enrolled in the CAHSEE tutorial program.

Career Technical Education (CTE) Participation (School Year 2013-14)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0%

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	-	54	56	16	42	57	18	39	56
Mathematics	-	53	58	8	32	60	21	44	62

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	61	24	15	56	36	8
All Students School	82	15	3	79	20	1
Male	78	18	4	72	26	2
Female	86	12	2	84	16	0
African American	95	5	0	84	16	0
Hispanic or Latino	78	20	1	76	22	1
Socioeconomically Disadvantaged	82	15	2	78	21	1

Physical Fitness (School Year 2013-14)

In the spring of each year, Assurance Learning Academy is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas.

This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at *http://www.cde.ca.gov/ta/tg/pf/*.

Percentage of Students in Healthy Fitness Zone 2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	34.6%	15.4%	7.7%

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Parent & Community Involvement (School Year 2014-15)

Assurance Learning Academy (ALA) exists to provide an additional educational choice for students and parents within Los Angeles County. The school will continue to reach out to parents through parent meetings, workshops, academic events, and surveys. The school benefits from active parent volunteers who support school programs and events. Parents are invited to conference with teachers on an as-needed basis for instructional support and to discuss their child's progress. Parents and teachers communicate regularly through telephone, email, and face to face meetings. In addition, parents are encouraged to attend quarterly Parent Advisory Committee (PAC) meetings.

Parents are notified of their child's academic progress via report cards and student academic plans. Parents of students not making adequate progress or demonstrating difficulties in coursework, attendance, or behaviors are contacted by the students' teacher(s) to discuss additional support interventions/educational options. ALA also utilizes a one-call system in order to make important announcements concerning upcoming events, testing dates, etc.

State Priority: Pupil Engagement

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

• High school dropout rates
• High school graduation rates

Dropout & Graduation Rates (Four-Year Cohort Rate)

In knowing the "at risk of dropping out" status of the majority of students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment, students participate in a course entitled Academic Exploration. In this course students learn study skills and strategies to be more successful in school, especially in the area of time management. Also during the early stages after enrollment, students participate in an assessment to explore their learning styles. Through this assessment students learn more about their own learning modalities and what motivates their interests, as well as how they are most likely to improve their learning and development. With our new Common Core curriculum, educators now have flexibility to tailor assignments to meet the students' preferred learning modalities.

By students learning more about their learning styles and what motivates their interests to learn, students are more likely to be successful and less likely to drop out of school. Students also participate in academic assessments after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses to far removed from their current academic abilities. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all of early interventions are intended to promote attendance and reduce the likelihood of student dropouts. However, these standard interventions are not always met with student success.

When faculty and staff at (school) witness a decline in the attendance of a particular student, more specific and targeted interventions take place in progressive steps:

• A missed day of school results in a call home from the student's teacher
• A pattern of missed school days results in a parent-teacher or adult student-teacher conference
• A continued pattern of missed school days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meet with the Student Retention Specialist to discuss the legal requirements of school attendance for minors and problems adults face as high school dropouts.
• A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting (S.R.S) intervention. Student Retention Meetings include the School Counselor, School Administrator, and the Student Retention Specialist. When the student and parent meet with the S.R.S team, serious conversations take place about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school.

The chart displays the graduation and dropout rates for the school for the most recent three-year period. At the time of publication, data for the 2013-14 school year was not available. *Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.*

The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	10-11	11-12	12-13
Dropout Rate	-	28.6%	39.1%
Graduation Rate	-	0.0%	0.0%

Completion of High School Graduation Requirements - Class of 2013

Students in California public schools must pass both the English/Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2012-13 school year in the twelfth grade, the table displays the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. **Assurance Learning Academy did not graduate any students in the 2012-13 school year.**

State Priority: School Climate

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

• Pupil suspension rates
• Pupil expulsion rates
• Other local measures on the sense of safety

Suspensions & Expulsions

The table displays the suspensions and expulsions for the school. Expulsions occur only when required by law or when all other alternatives are exhausted.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

Suspensions & Expulsions			
	School		
	11-12	12-13	13-14
Suspensions	0	0	0
Suspension Rate	0.0%	0.0%	0.0%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

The three-year statewide suspension rates for comparison are as follows:

2011-12: 5.7%
2012-13: 5.1%
2013-14: 4.1%

The statewide expulsion rate has been 0.1% for each of the last three years.

School Safety (School Year 2014-15)

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts have ask for these safety programs as part of our charter's renewal process. We review our School Safety Plans annually and update them if necessary.

The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitor to the sites must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in November 2014.

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.

Adequate Yearly Progress (School Year 2013-14)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

• Participation rate on the state's standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school performance are displayed in the chart. *Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.*

Adequate Yearly Progress (AYP)		
	School	
Made AYP Overall	No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**
Participation Rate	No	No
Percent Proficient	No	No
API School Results	N/A	
Graduation Rate	N/A	

Federal Intervention Program (School Year 2014-15)

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 (English/Language Arts 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: *http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp*.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

Federal Intervention Programs	
	School
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2014-15)	-

Counseling & Support Staff (School Year 2013-14)

It is the goal of Assurance Learning Academy to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The counselor to pupil ratio is 1:498. The following is a list of support staff available to students at the school. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	**Full Time Equivalent**
Academic Counselor	1	1.0

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	12	13	14	12	13	14	12	13	14	12	13	14
By Subject Area												
English	-	6	19	-	24	19	-	-	3	-	-	7
Mathematics	-	4	8	-	11	26	-	-	1	-	-	1
Science	-	7	23	-	6	4	-	-	1	-	-	2
Social Science	-	10	14	-	8	19	-	-	2	-	-	2

Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are offered at various times throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of its English language learners, special education students, and those students at-risk of dropping out of school.

In addition, school administrators participate in ongoing quarterly principal academies with the focus being on effective school leadership practices and instructional leadership. School administrators identify school-wide focuses for its campuses each year for professional development and take the lead in conducting or organizing large-and-small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school needs. Topics covered through professional developments are based on the needs of the school, suggestions made by the school staff through department meetings and/or staff surveys, and through the collection and analysis of data indicating school needs and/or needed changes. Newly hired teachers are partnered with existing teachers for the first year and participate in a mandatory two-week on the job training for the purpose of familiarizing them to the program and mission of the school.

The school also provides RIMS Induction training to its preliminary credentialed teachers through it partnership with RIMS Induction. Participating teachers are assigned a support provider from their assigned site and participate in all required RIMS Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as in effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participates in the California Charter Schools Association's annual CCSA Conferences, annual A-plus conferences, and other conferences sponsored by local county offices of education.

Approximately 5-10 Professional Development Days are offered to certificated staff annually based on new and existing staff and staff RIMS Induction participation.

Financial Data Note

As an independent charter school, the school's program, resources, and administration are run independently from the host school district. This report offers district and state data for comparison to satisfy reporting requirements.

School Revenue Sources (Fiscal Year 2013-14)

Title II Part A is used for our staff development only.

ARRA (Education Jobs) funding was used to retain teacher positions.

Special Education programs for SELPA, students with special needs.

General operations—salaries, benefits, services, materials, and support to the general education

Special Education—programs offering appropriate, individualized instruction to students with special needs.

School Expenditures (Fiscal Year 2012-13)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2012-13 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at *http://www.cde.ca.gov/ds/fd/ec/*. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at *http://www.cde.ca.gov/ds/fd/cs/*. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: *http://www.ed-data.org*.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,769
From Supplemental/Restricted Sources	$1,543
From Basic/Unrestricted Sources	$6,226
State	
From Basic/Unrestricted Sources	$4,690
Percentage of Variation between School & State	32.8%

School Site Teacher Salaries (Fiscal Year 2012-13)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$59,937
District	$69,064
Percentage of Variation	-13.2%
School & State	
All Unified School Districts	$57,912
Percentage of Variation	3.5%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Website.

Average Salary Information Teachers - Principal - Superintendent 2012-13	District	State
Beginning Teachers	$43,844	$38,152
Mid-Range Teachers	$70,016	$55,573
Highest Teachers	$78,069	$71,908
Elementary School Principals	$96,720	$87,660
Middle School Principals	$97,415	$92,424
High School Principals	$102,096	$93,606
Superintendent	$159,648	$116,538
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.0%	34.0%
Administrative Salaries	8.0%	7.0%