



Assurance Learning Academy

2019-2020 School Accountability Report Card

Published in the 2020-2021 School Year

43145 Business Center,
Suites 101-103
Lancaster, CA
93535
(877) 360-5327
<http://www.assurancelearning.org/>

CDS Code:
19-75309-0127100

Grades
Nine through Twelve

Principal

Victor Nardiello
principal@
assurancelearning.org

Area
Superintendent
Taera Childers

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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lcl/>.
- 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 at <http://dq.cde.ca.gov/dataquest/> 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

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 2020-21)

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 want an alternative to 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 childcare 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

The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
9th	667	722	959
10th	805	882	972
11th	699	921	871
12th	304	439	254
Total	2,475	2,964	3,056

Enrollment by Student Group

2019-20	
	Percentage
Black or African American	9.8
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.4
Hispanic or Latino	81.0
Native Hawaiian or Pacific Islander	0.3
White	5.7
Two or More Races	1.9
EL Students	14.0
Socioeconomically Disadvantaged	88.8
Students with Disabilities	21.6
Foster Youth	1.7
Homeless	6.3

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 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		
	18-19	19-20	20-21
Fully Credentialed	44	194	133
Without Full Credentials	0	12	9
Teaching Outside Subject Area of Competence (with full credential)	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

	18-19	19-20	20-21
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	4	5

School Facilities (School Year 2020-21)

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. Facilities information was collected in January 2021.

School Facility Conditions

Date of Last Inspection: 12/20/2020

Overall Summary of School Facility Conditions: Exemplary

Data Collected: January, 2021

Items Inspected	Facility Component			Deficiency & Remedial Actions Taken or Planned
	System Status			
	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			

Textbooks & Instructional Materials (School Year 2020-21)

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 January 2021 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	Houghton Mifflin/Harcourt	2016	Yes	0.0%
11th	Algebra II	Houghton Mifflin/Harcourt	2016	Yes	0.0%
9th	Earth Science	Prentice Hall	2006	Yes	0.0%
12th	Economics	McGraw-Hill	2018	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%
9th-10th	Integrated Science I	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th-12th	Integrated Science II	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Earth Science	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Physics	Houghton Mifflin/Harcourt	2012	Yes	0.0%
10th	Biology	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th	Chemistry	Houghton Mifflin/Harcourt	2012	Yes	0.0%
12th	United States Government	McGraw-Hill	2018	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%

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress						
Percent of Students Meeting or Exceeding the State Standards						
Subject	School			State		
	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	14	17	22	48	50	50
Mathematics (Grades 3-8 and 11)	0	1	2	37	38	2
Science (Grades 5, 8, and 10)	--	--	10.5	--	--	29

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	934	842	90.15	9.85	21.85	842	90.05	9.95	2.26
Male	430	396	92.09	7.91	20.71	396	91.88	8.12	2.78
Female	504	446	88.49	11.51	22.87	446	88.49	11.51	1.79
Black or African American	65	61	93.85	6.15	19.67	61	93.85	6.15	1.64
Hispanic or Latino	788	709	89.97	10.03	20.03	708	89.85	10.15	2.4
White	51	44	86.27	13.73	40.91	44	86.27	13.73	2.27
Two or More Races	17	15	88.24	11.76	46.67	15	88.24	11.76	0
Socioeconomically Disadvantaged	830	744	89.64	10.36	19.89	744	89.53	10.47	2.15
English Learners	181	165	91.16	8.84	3.64	165	91.16	8.84	0.61
Students with Disabilities	167	147	88.02	11.98	4.76	147	88.02	11.98	0
Foster Youth	13	11	84.62	15.38	27.27	11	84.62	15.38	0
Homeless	81	70	86.42	13.58	20	69	85.19	14.81	1.45

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

UC/CSU Course Completion

Students 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
Students Enrolled in Courses Required for UC/CSU Admission (2019-20)	62%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	1.24%

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

Career Technical Education (CTE) Programs (School Year 2019-20)

The school continues to develop its college- preparatory Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge with professional and technical skills as needed for today's modern workforce. For this reason, ALA is committed to bringing students greater opportunities in developing these skills through their continued efforts in establishing relationships with local businesses and internship opportunities for students.

The school provides several small group instruction CTE pathways that include Information Technology (Networking, Linux, Programming), Cyber Security, Media Arts, Culinary Arts, Veterinary Science and AG Food Science. These pathways provide small group instruction and hands-on learning opportunities while also offering multiple industry recognized certifications. These certifications include, ServSafe, American Red Cross First Aid/CPR (human and pets), TestOut certifications (PC Pro, Security Pro, Network Pro, etc.), CISCO Certified CCT and CCNA, along with many other certifications. The blending of high-quality rigorous curriculum, professional skills, computer literacy skills, and current industry recognized certifications, create forward thinking, industry ready students.

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 participated in CTE programs?	123
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	1.26%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	36.0%

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 area of physical education.

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.4%	8.3%	0.9%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

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 2020-21)

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. The school holds Parent Conferences twice a year as well as Open House and Back to School night. Parents are also invited to conference with teachers on a regular 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 and stakeholders are encouraged to participate in the development of the Local Control and Accountability Plan, and they are asked to provide input on the progress of the LCAP throughout the year.

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 to make important announcements concerning upcoming events, testing dates, etc.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Assurance Learning Academy at (877) 360-5327.

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

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. During the early stages after enrollment, students participate in assessments and surveys to explore careers, colleges, and postsecondary pathways. Through these assessments, students learn more about their future interests and careers. Students are also assigned a course titled “Professional Skills” that provides them job-related skills instruction. The content in this class makes them stronger candidates for the workforce and gets them thinking about their future. We believe that students who know what they would like to do for work are more inclined to complete their diploma.

Students also participate in academic assessments and virtual job shadow after enrollment. The academic assessments are used by faculty and students to identify their individual strengths and areas of need. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses too far below or above their current academic levels. Once enrolled in their courses, ALA provides unlimited free tutoring for students that are struggling with concepts.

Together, all these 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 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.M) 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.M. 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 table displays the graduation and dropout rates for the school.

Note: The California Department of Education DataQuest system reports one year dropout rates up to 2017 and one year graduation rates determined through the California School Dashboard. The school is a Dashboard Alternative Status School (DASS) as a result of the student population served in CALPADS. The tables display the most current data available. N/A is displayed when the school is new and there is no data available to report.

	Graduation & Dropout Rates					
	Graduation			Dropout		
	17-18	18-19	19-20	16-17	17-18	18-19
School	64.4%	74.2%	77.8%	8.7%	8.20%	11.8%

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 suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

	Suspensions & Expulsions					
	Suspensions			Expulsion s		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.16	0.20	0.1	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

School Safety (School Year 2020-21)

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 December 2020.

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.

Class Size

Due to the nature of independent study, class size distribution data is unavailable for this school.

Advanced Placement Classes (School Year 2019-20)

Assurance Learning Academy does not offer Advanced Placement Classes.

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries in their local communities, which contain numerous computer workstations. We also provide hot spots so that students can have access to resources on the internet and to support distance learning.

Counseling & Support Staff (School Year 2019-20)

The school seeks 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 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.*

Academic Counselor to Student Ratio	
2019-20	
Average Number of Students per Academic Counselor	
Academic Counselor(s)	611

Counseling & Support Services Staff	
Full Time Equivalent	
Counselor (Academic, Social/Behavioral or Career Development)	13.0
Psychologist	6.0

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 areas of focus for professional development in their campuses each year and take the lead in conducting or organizing large and small group staff development opportunities. In addition, administrators provide ongoing instructional coaching to their teachers that is geared toward meeting the needs of the school. Topics covered through professional development are based on 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 Induction training to its preliminary credentialed teachers. These teachers are assigned a support provider from their school site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as, effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participates in the California Charter School Association's annual CCSA Conferences, and other conferences sponsored by local county offices of education.

The table displays the number of days that a professional development opportunity was available.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	12

School Revenue Sources (Fiscal Year 2019-20)

Special Education programs for SELPA, students with special needs.

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

School Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools 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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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	\$14,752
From Supplemental/Restricted Sources	\$2,682
From Basic/Unrestricted Sources	\$12,070
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	55.7%

School Site Teacher Salaries (Fiscal Year 2018-19)

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

Average Teacher Salaries	
School	
School	\$72,996
School & State	
All Unified School Districts	\$68,990
Percentage of Variation	5.8%