SARC Information

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

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

• For more information about the LCFF or the LCAP, see the CDE LCFF web page att https://www.cde.ca.gov/fg/aa/lc/.

• For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

School Mission Statement (School Year 2021-22)

Assurance Learning Academy'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.

To carry out this mission, Assurance Learning Academy 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. Assurance Learning Academy 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.

Assurance Learning Academy 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, Assurance Learning Academy strives to develop students who are competent, self-motivated, life-long learners. 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.

Assurance Learning Academy 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 Assurance Learning Academy that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

School Description and Profile (School Year 2021-22)

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. Most students come to Assurance Learning Academy 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 caring for a child. Regardless of the reason, Assurance Learning Academy 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

TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL (SCHOOL YEAR 2020-21)	
Grade Level	Number of Students
Grade 8	0
Grade 9	934
Grade 10	1040
Grade 11	857
Grade 12	311
Total Enrollment	3142

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP (SCHOOL YEAR 2020-21)	
Student Group	Percentage
Female	49.7%
Male	50.2%
Non-Binary	0.1%
American Indian or Alaska Native	0.4%
Asian	0.4%
Black or African American	9.0%
Filipino	0.5%
Hispanic or Latino	81.2%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	2.0%
White	5.8%
English Learners	13.5%
Foster Youth	2.1%
Homeless	5.1%
Migrant	0.0%
Socioeconomically Disadvantaged	85.9%
Students with Disabilities	24.1%

A. CONDITIONS OF LEARNING

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Assignment

Assurance Learning Academy 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 sponsoring district, so there is no district data to report for comparison in this section.

TABLE 6: TEACHER PREPARATION AND PLACEMENT (SCHOOL YEAR 2019-20)				
Authorization/Assignment	School Number	School Percent	State Number	State Percentage
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	144	96%	23750	Exceptions 93% Appropriate Assignments 7%
Intern Credentialed Holders Properly Assigned	6	4%	Information Not Available	Information Not Available
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	2%	43278	Exceptions 63% Misassignments 37%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	106	71%	Information Not Available	Information Not Available
Unknown	N/A	N/A	N/A	N/A
Total Teaching Positions	259	100%	Information Not Available	Information Not Available

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to studentsservices that an educator is authorized to provide to students

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.

TABLE 7: TEACHERS WITHOUT CREDENTIALS AND MIS-ASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA) (SCHOOL YEAR 2019-20)	
Authorizations/Assignments	Number
Permits and Waivers	3
Misassignments	34
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	37

TABLE 8: CREDENTIALED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA) (SCHOOL YEAR 2019-2020)	
Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	2345
Total Out of-Field Teachers	106

TABLE 9: CLASS ASSIGNMENTS (SCHOOL YEAR 2019-2020)	
Indicator	Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3%
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Textbooks & Instructional Materials (School Year 2020-21)

Assurance Learning Academy 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 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

TABLE 10: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS (SCHOOL YEAR 2021-2022) YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: DECEMBER 2021			
Subject	**Textbooks and Other Instructional Materials/ year of Adoption**	**From Most Recent Adoption?**	**Percentage Students Lacking Own Assigned Copy**
Reading/Language Arts	9th - 12th – English/Language Arts - Houghton Mifflin/Harcourt	2014	0.00%
Mathematics	9th – Algebra 1 – Houghton Mifflin/Harcourt	2016	0.00%
	10th – Geometry - Houghton Mifflin/Harcourt	2016	
	11th – Algebra II - Houghton Mifflin/Harcourt	2016	
Science	9th – 10th – Integrated Science I - Houghton Mifflin/Harcourt	2012	0.00%
	11th – 12th – Integrated Science II - Houghton Mifflin/Harcourt	2012	
	9th – 10th – Earth Science - Houghton Mifflin/ Harcourt	2012	
	9th – 10th – Physics - Houghton Mifflin/ Harcourt	2012	
	10th – Biology - Houghton Mifflin/Harcourt	2012	
	11th – Chemistry - Houghton Mifflin/Harcourt	2012	
History-Social Science	10th – World History – Houghton Mifflin	2014	0.00%
	11th – United States History – Houghton Mifflin	2014	
	12th – Economics – McGraw-Hill	2018	
	12th – United States Government – McGraw-Hill	2018	
Foreign Language	9th – 10th – Foreign Language - Glencoe	2005	0.00%
Health	10th – 12th – Health - Pearson	2006	0.00%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00%

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

School Facility Conditions and Planned Improvements (School Year 2021-22)

All facilities are in safe and functioning condition. All sites meet city and state codes. There are no improvements planned at this time. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in December 2021.

TABLE 12: SCHOOL FACILITY GOOD REPAIR STATUS | DATE OF LAST INSPECTION: DECEMBER 2021 OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: DECEMBER 2021				
System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Deficiency & Remedial Actions Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/ School Grounds, Windows/Doors/ Gates/Fences	X			

Overall Facility Rate
Year and month of the most recent inspection: December 2021

TABLE 13: OVERALL RATING				
Exemplary	Good	Fair	Poor	Deficiency & Remedial Actions Taken or Planned
X				

Overall Summary of School Facility Conditions: Exemplary

B. PUPIL OUTCOMES

State Priority: Pupil Achievement

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.

2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.

3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

• **SARC Reporting in the 2020–2021 School Year Only**
Where it was the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

  o Aligned with CA CCSS for ELA and mathematics;

  o Available to students in grades 3 through 8, and grade 11; and

  o Uniformly administered across a grade, grade span, school, or district to all eligible students.
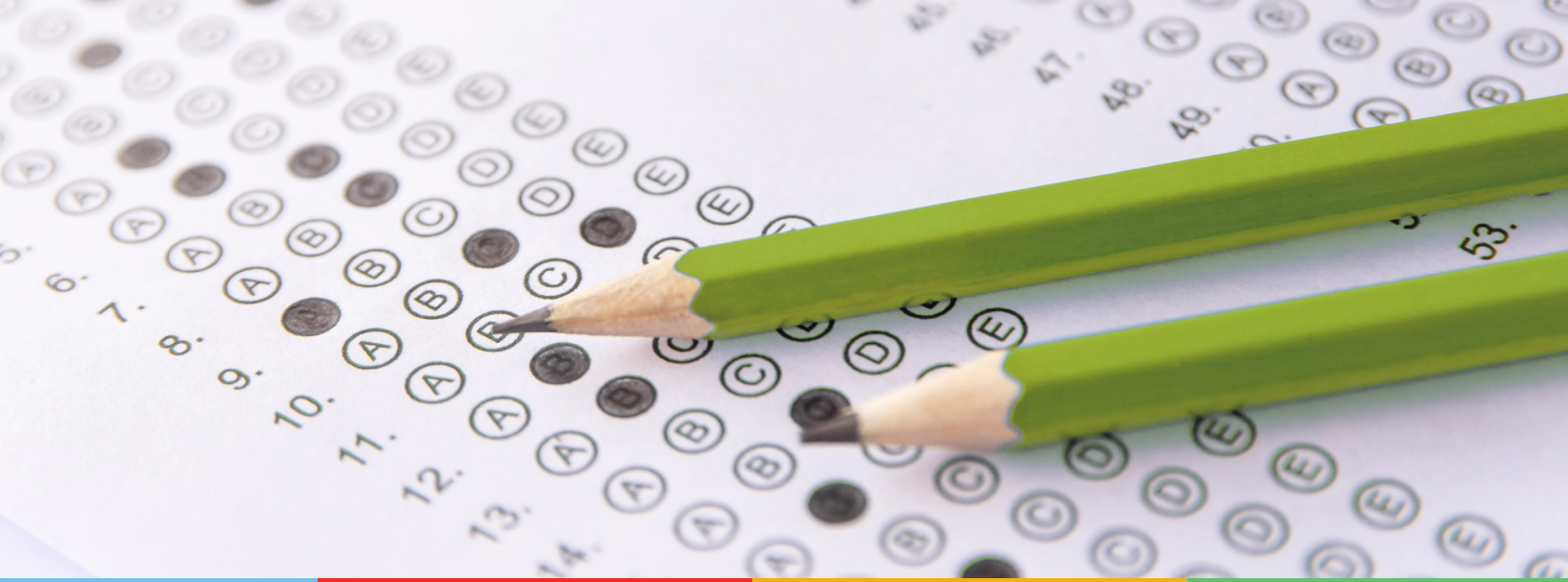
• **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

  o Smarter Balanced ELA and mathematics summative assessments;

  o Other assessments meeting the SBE criteria; or

  o Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

• **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

TABLE 14: CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT PERCENT OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD				
Subject	School 2019-2020	School 2020-2021	State 2019-2020	State 2020-2021
English Language Arts/Literacy (Grades 3-8 and 11)	N/A	N/A	N/A	N/A
Mathematics (Grades 3-8 and 11)	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	875	580	66%	34%	29%
Female	458	295	64%	36%	34%
Male	415	284	68%	32%	25%
American Indian or Alaska Native	*	*	50%	50%	100%
Asian	*	*	50%	50%	50%
Black or African American	60	36	60%	40%	19%
Filipino	*	*	67%	33%	100%
Hispanic or Latino	722	474	66%	34%	29%
Native Hawaiian or Pacific Islander	*	*	67%	33%	100%
Two or More Races	21	18	86%	14%	33%
White	60	45	75%	25%	31%
English Learners	87	52	60%	40%	0%
Foster Youth	*	*	80%	20%	50%
Homeless	32	21	66%	34%	33%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	700	464	66%	34%	27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	185	114	62%	38%	9%

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: 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.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

TABLE 16: CAASPP TEST RESULTS IN MATHEMATICS BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT
GRADES THREE THROUGH EIGHT AND GRADE ELEVEN (SCHOOL YEAR 2020-2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	876	558	64%	36%	4%
Female	458	281	61%	39%	4%
Male	416	276	66%	34%	3%
American Indian or Alaska Native	*	*	50%	50%	0%
Asian	*	*	50%	50%	0%
Black or African American	61	33	54%	46%	3%
Filipino	*	*	67%	33%	0%
Hispanic or Latino	722	457	63%	37%	3%
Native Hawaiian or Pacific Islander	*	*	67%	33%	0%
Two or More Races	21	17	81%	19%	12%
White	60	44	73%	27%	9%
English Learners	87	50	57%	43%	0%
Foster Youth	*	*	80%	20%	0%
Homeless	32	19	59%	41%	5%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	701	449	64%	36%	2%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	185	108	58%	42%	0%

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: 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.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

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.

Note: The school did not administer a local assessment during the 2019-2020 school year due to COVID-19.

TABLE 19: CAASPP TEST RESULTS IN SCIENCE FOR ALL STUDENTS
GRADES FIVE, EIGHT, AND HIGH SCHOOL
PERCENTAGE OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

Subject	School 2019-2020	School 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8 and high school)	N/A	13%	N/A	Information Not Available

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

TABLE 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP GRADES FIVE, EIGHT, AND HIGH SCHOOL (SCHOOL YEAR 2020-2021)					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	217	117	54%	46%	13%
Female	117	57	49%	51%	12%
Male	100	60	60%	40%	13%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	17	*	18%	82%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	183	103	56%	44%	14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	*	*	33%	67%	0%
White	11	*	82%	18%	11%
English Learners	11	*	64%	36%	0%
Foster Youth	*	*	100%	0%	33%
Homeless	*	*	20%	80%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	157	93	59%	41%	12%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	33	17	52%	48%	6%

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

Career Technical Education (CTE) Programs (School Year 2020-21)

Assurance Learning Academy continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge 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 community colleges.

The school offers several professional skills and CTE courses that include Patient Care, Child Development, Culinary Arts, and Web Design, Information Technology, Media Arts, Veterinarian Science, Agriculture Food Science.

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

TABLE 22: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION (SCHOOL YEAR 2020-2021)	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	173
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	7.80%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	62.00%

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'.

TABLE 23: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS	
UC/CSU Course Measure	**Percent**
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.33%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	1.24%

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

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject area of physical education

State Priority: Pupil Engagement

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

• Pupil outcomes in the subject area of physical education

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 physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students 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/.

TABLE 24: CALIFORNIA PHYSICAL FITNESS TEST RESULTS (SCHOOL YEAR 2020-2021)			
Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. ENGAGEMENT

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-22)

Assurance Learning Academy encourages parental involvement throughout the school year. Our Parent Advisory Committee and English Learner Advisory Committee meets quarterly throughout the school year. The Parent Advisory Committee provides advice in planning, developing, implementing, and evaluating our school program. 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 by automated phone calls and web-based communications from teachers and administrators. Parents may contact the school office at 661-272-1225 if interested in attending. Parent Conferences and Open House events are also held during the school year to facilitate communication between parents, teachers, students, and community partners. Parents are encouraged to call and meet with their child's teacher as needed to support academic progress towards graduation.

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

• High school dropout rates;

• High school graduation rates; and

• Chronic Absenteeism

Dropout & Graduation Rates

Acknowledging that most students enrolling in Assurance Learning Academy are "at risk" of dropping out, we begin interventions from the point of enrollment. Upon enrollment, the students take the NWEA Reading and Math MAP assessments to determine appropriate course placement in conjunction with a full transcript analysis, student narrative essay, and academic advisement from the registrar, counselor, and teacher. The first two courses a student enrolls in are Professional Skills and Digital Skills. Professional Skills provides foundational college and career readiness skills as well as career exploration. Digital Skills ensures students master the computer literacy skills they need to be successful while also introducing the digital platform and tools we utilize (Google Suite and Google Classroom).

Students also participate in academic assessments, such as NWEA, 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 too 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 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.

To support our students that are not responding to the standard interventions, our school has taken our prior multi-tiered re-engagement strategies and conformed them to fit the requirements of AB 167. When the supervising teacher observes that a student is not meeting the 60% or more level of participation in synchronous instruction or the student has not met their work completion obligations, our tiered re-engagement process is activated. Our tier 1 reengagement strategy includes additional communication home including a mailed letter requesting a meeting with the student (and parent if student is minor) and our tier 1 reengagement team. This team consists of the supervising teacher, Student Retention Support, student (and parent if student is minor) and a school counselor, school social worker or school psychologist. The two objectives of this meeting are to determine the barriers that are keeping the student from engaging with school through attendance and/or work completion, and based on these findings, strategize on ways to support the "whole" student to overcome or get around these barriers. These barriers can include everything from not being able to access the curriculum to homelessness or even social emotional challenges. The student is then supported and tracked for up to another school month to determine if progress is being made with the strategies in place. If progress is not made, then the student is moved to tier 2 and a second meeting is called. The goals of this meeting are the same as the last along with a need to determine what progress if any was made with the last interventions and an added sense of urgency to determine further causes of disengagement. Another difference is that a school administrator may participate in the meetings in this tier. Finally, if the student has not shown to make any improvements a tier 3 meeting is called, and this meeting is facilitated by a school administrator. At this point, real consideration is given to the appropriateness of independent study for the student and what the other school options are that might exist to better fit the student's needs.

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. 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.

TABLE 26: DROPOUT RATE AND GRADUATION RATE (ONE-YEAR DASS COHORT RATE)						
Indicator	School 1-Year Cohort Rate 2018-2019	School 1-Year Cohort Rate 2019-2020	School 1-Year Cohort Rate 2020-2021	State 4-Year Cohort Rate 2018-2019	State 4-Year Cohort Rate 2019-2020	State 4-Year Cohort Rate 2020-2021
Dropout Rate	11.8%	8.52%	7.87%	9.00%	8.90%	N/A
Graduation Rate	74.2%	77.8%	58.1%	84.50%	84.30%	N/A

TABLE 27: GRADUATION RATE BY STUDENT GROUP (ONE-YEAR DASS COHORT RATE) (SCHOOL YEAR 2020-2021)			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	547	318	58.1%
Female	290	166	57.2%
Male	257	152	59.1%
Non-Binary	0	0	0.0%
American Indian or Alaska Native	*	0	0.0%
Asian	*	*	80.0%
Black or African American	56	37	66.1%
Filipino	0	0	0.0%
Hispanic or Latino	416	227	54.6%
Native Hawaiian or Pacific Islander	*	*	100.0%
Two or More Races	21	17	81.0%
White	36	26	72.2%
English Learners	86	50	58.1%
Foster Youth	*	*	20.0%
Homeless	25	16	64.0%
Socioeconomically Disadvantaged	331	194	58.6%
Students Receiving Migrant Education Services	0	0	0.0%
Services with Disabilities	98	54	55.1%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

Chronic Absenteeism

The current Chronic Absentee rate is not calculated in a manner for non-classroom based DASS programs to reflect the nature of the students served. According to the CDE, students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend. Assurance Learning Academy follows all of the required CA State School Dashboard requirements.

TABLE 28: CHRONIC ABSENTEEISM BY STUDENT GROUP SCHOOL YEAR 2020-2021				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4,040	3,584	2,408	67.2%
Female	2,041	1,816	1,244	68.5%
Male	1,993	1,763	1,160	65.8%
Non-Binary	*	*	*	*
American Indian or Alaska Native	13	13	11	84.6%
Asian	19	16	*	62.5%
Black or African American	373	310	224	72.3%
Filipino	16	15	*	60.0%
Hispanic or Latino	3,261	2,902	1,952	67.3%
Native Hawaiian or Pacific Islander	13	11	11	100.0%
Two or More Races	88	79	55	69.6%
White	240	221	123	55.7%
English Learners	208	181	124	68.5%
Foster Youth	70	53	40	75.5%
Homeless	120	98	69	70.4%
Socioeconomically Disadvantaged	1,737	1,547	1,012	65.4%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Services with Disabilities	322	298	190	63.8%

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

State Priority: School Climate

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

• Pupil suspension rates;

• Pupil expulsion rates; and

• Other local measures on the sense of safety

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school 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 no in-person learning for the entire 2019–2020 school year, it would be inappropriate to compare 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 the time of publication.

TABLE 29: SUSPENSIONS AND EXPULSIONS
(DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY)

Rate	School 2018-2019	School 2020-2021	State 2018-2019	State 2020-2021
Suspension	0.20%	0.0%	3.5%	N/A
Expulsions	0.0%	0.0%	0.10%	N/A

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

TABLE 30: SUSPENSIONS AND EXPULSIONS FOR SCHOOL YEAR 2019-2020 ONLY (DATA COLLECTED BETWEEN JULY THROUGH FEBRUARY, PARTIAL SCHOOL YEAR DUE TO THE COVID-19 PANDEMIC)

Rate	School 2019-2020	State 2019-2020
Suspensions	0.07%	2.5%
Expulsions	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

TABLE 31: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP
(SCHOOL YEAR 2020-2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Services with Disabilities	0%	0%

School Safety (School Year 2021-22)

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts 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 2021.

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.

Class Size

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

Counseling & Support Staff (School Year 2020-2021)

Assurance Learning Academy seeks to assist students in their social, emotional, 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.

TABLE 39: RATIO OF PUPILS TO ACADEMIC COUNSELOR (SCHOOL YEAR 2020-2021)	
Title	Ratio
Pupils to Academic Counselor*	1:299

*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.

TABLE 40: STUDENT SUPPORT SERVICES STAFF (SCHOOL YEAR 2020-2021)	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.9
Social Worker	1.0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

*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.

School Expenditures (Fiscal Year 2019-20)

The table compares 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 calculating 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.

School Site Teacher Salaries (Fiscal Year 2019-2020)

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

TABLE 41: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2019-2020)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,566.00	$2,074.00	$11,492.00	$79,702.00
State	N/A	N/A	$13,268.66	$81,807.00
Percent Difference School Site and State	N/A	N/A	2.40%	-2.61%

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

Types of Services Funded (Fiscal Year 2020-2021)

Utilizing all of the funding sources provided to the school, we provide the following programs for students:

- Special Education programs for SELPA, students with special needs
- English Language Development – support for students in English Language acquisition – instructional and support methods
- Tutoring support – one-on-one, walk-in, in-person, and virtual tutoring support

- General operations –services, materials, technology, salaries, benefits, and support to the general education

School Site Teacher Salaries (Fiscal Year 2019-20)

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

TABLE 43: TEACHER AND ADMINISTRATIVE SALARIES (FISCAL YEAR 2019-2020)		
Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	$75,000.00	$50,546.00
Mid-Range Teacher Salary	$80,000.00	$81,807.00
Highest Teacher Salary	$85,000.00	$103,463.00
Average Principal Salary (High)	$120,000.00	$140,004.00
Superintendent Salary	$157,500.00	$182,878.00
Percent of Budget for Teacher Salaries	23.64%	30.89%
Percent of Budget for Administrative Salaries	4.31%	5.68%

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

Advanced Placement (AP) Classes (School Year 2020-2021)

TABLE 44: ADVANCED PLACEMENT (AP) COURSES (SCHOOL YEAR 2020-2021 PERCENT OF STUDENTS IN AP COURSES: X% DATA PULLED FROM CALPADS	
Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	2

*Where there are student course enrollments of at least one student.

Professional Development

Assurance Learning Academy's certificated staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are held every four weeks throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy, content knowledge, and instructional agility of staff to meet the needs of the school's diverse learners. Special emphasis is EdTech, Social Emotional Learning and Restorative Practices, Multi-tiered Systems of Support and RTI, and building capacity for collaboration across departments to support individualized learning plans and whole-child care.

The Leadership Team identifies 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 a minimum of 8 weeks and participate in a required on the job training for the purpose of familiarizing them to our program and mission of the school.

Assurance Learning Academy also provides Induction training to its preliminary credentialed teachers through its partnership with Riverside County Office of Education. Participating teachers are assigned a support provider from their assigned 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 Schools Association's annual CCSA Conferences, annual A-plus+ conferences, and other conferences sponsored by local county offices of education.

TABLE 45: PROFESSIONAL DEVELOPMENT			
Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	16	14	16