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 at https://www.cde.ca.gov/fg/aa/lc/.

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

DataQuest

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

California School Dashboard

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

Internet Access

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

School Mission Statement School Year 2023-2024

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, the social emotional needs of the student, 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.

Assurance Learning Academy • 43145 Business Center Ste. 102-103 Lancaster, CA 93535 • (818)-924-2482

www.assurancelearning.org • County-District-School (CDS) Code: 9 75309 0127100 • Grades: 8-12

Principal: Rachel Taggart • rtaggart@assurancelearning.org | **Area Superintendent:** Shellie Hanes

School Description and Profile
School Year 2023-2024

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 2022-2023	
Grade Level	Number of Students
Grade 8	0
Grade 9	997
Grade 10	720
Grade 11	336
Grade 12	2915
Total Enrollment	2920

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP SCHOOL YEAR 2022-2023	
Student Group	Percentage
Female	49%
Male	51%
Non-Binary	0%
American Indian or Alaska	0%
Asian	1%
Black or African American	8%
Filipino	0%
Hispanic or Latino	78%
Native Hawaiian or Pacific Islander	0%
Two or More Races	2%
White	8%
English Learner	15%
Foster Youth	2%
Homeless	5%
Socioeconomically Disadvantaged	90%
Students Receiving Migrant Ed	0%
Students with Disabilities	23%

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. Due to our program providing students access to a fully credentialed teacher along with daily access to other fully credentialed subject matter/credentialed experts, our Out-of-Field percentage is elevated due to our unique independent study model. An Out-of-Field is not a misassignment.

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 2020–2021				
Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	139	94.6%	228,324	83.1%
Intern Credentialed Holders Properly Assigned	6	4%	4,121	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	11,265	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	111	80%	12,089	4.4%
Unknown	0	0%	2,747	1.0%
Total Teaching Positions	147	100%	274,759	100%

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

TABLE 7: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2021–2022				
Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	128	97%	N/A	N/A
Intern Credentialed Holders Properly Assigned	4	3%	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	2%	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	115	90%	N/A	N/A
Unknown	0	0%	N/A	N/A
Total Teaching Positions	132	100%	N/A	N/A

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

Teacher 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 8: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS
(CONSIDERED "INEFFECTIVE" UNDER ESSA)

Authorizations/Assignments	2020-2021 Number	2021-2022 Number
Permits and Waivers	2	0
Misassignments	2	3
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	4	2

TABLE 9: CREDENTIALED TEACHERS ASSIGNED OUT-OF-FIELD
(CONSIDERED "OUT-OF-FIELD" UNDER ESSA)

Indicator	2020-2021 Number	2021-2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	2254	2345
Total Out-of-Field Teachers	111	115

TABLE 10: CLASS ASSIGNMENTS

Indicator	2020-2021 Percent	2021-2022 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	100%	0%
No credential, permit or authorization to teach (a percent-age of all the classes taught by teachers with no record of an authorization to teach)	0%	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 2022-2023

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 November 2023 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

TABLE 11: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS SCHOOL YEAR 2023-2024 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: NOVEMBER 2023

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	2021	0.00%
Mathematics	9th – Algebra 1 – Houghton Mifflin/Harcourt	2020	0.00%
	10th – Geometry - Houghton Mifflin/Harcourt	2020	
	11th – Algebra II - Houghton Mifflin/Harcourt	2020	
Science	9th – 10th – Earth Science - Houghton Mifflin/ Harcourt	2018	0.00%
	9th – 10th – Physics - Houghton Mifflin/ Harcourt	2020	
	10th – Biology - Houghton Mifflin/Harcourt	2018	
	11th – Chemistry - Houghton Mifflin/Harcourt	2020	
History-Social Science	10th – World History – Houghton Mifflin	2018	0.00%
	11th – American History – Houghton Mifflin	2018	
	12th – Economics – McGraw-Hill	2018	
	12th – Civics – McGraw-Hill	2018	
Foreign Language	9th - 12th Rosetta Stone – World Languages	2020	0.00%
	9th – 12th Edmentum – World Languages	2012	
	9th – 12th APEX – World Language	2012	
	9th – 12th Foreign Language – Glencoe	2005	
Health	N/A	N/A	0.00%
Visual and Performing Arts	N/A	N/A	0.00%
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 2023-2024

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 October 2023.

TABLE 13: SCHOOL FACILITY GOOD REPAIR STATUS | DATE OF LAST INSPECTION: OCTOBER 2023 OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: OCTOBER 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action 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:
October 2023

TABLE 14: OVERALL RATING			
Exemplary	**Good**	**Fair**	**Poor**
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).

   • **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 15: 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 2021-2022	School 2022-2023	State 2021-2022	State 2022-2023
English Language Arts/Literacy (Grades 3-8 and 11)	24.75%	21.61%	47.06%	46.66%
Mathematics (Grades 3-8 and 11)	3.73%	1.89%	33.38%	34.62%

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

TABLE 16: CAASPP TEST RESULTS IN ELA BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2022-2023					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	663	634	96%	4%	22%
Female	348	335	96%	4%	26%
Male	314	298	95%	5%	17%
American Indian or Alaska Native	*	*	100%	0%	100%
Asian	*	*	100%	0%	100%
Black or African American	50	50	100%	0%	12%
Filipino	*	*	100%	0%	50%
Hispanic or Latino	507	482	95%	5%	22%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	34	34	100%	0%	24%
White	66	62	94%	6%	23%
English Learners	102	99	97%	3%	0%
Foster Youth	*	*	100%	0%	10%
Homeless	34	31	91%	9%	19%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	568	544	96%	4%	22%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	162	150	93%	7%	6%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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

TABLE 17: 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 2022-2023

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	663	634	96%	4%	2%
Female	349	336	96%	4%	2%
Male	313	297	95%	5%	2%
American Indian or Alaska Native	*	*	100%	0%	0%
Asian	*	*	100%	0%	0%
Black or African American	50	50	100%	0%	0%
Filipino	*	*	75%	25%	0%
Hispanic or Latino	508	483	95%	5%	1%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	34	34	100%	0%	0%
White	65	62	95%	5%	8%
English Learners	102	98	96%	4%	1%
Foster Youth	*	*	100%	0%	0%
Homeless	34	31	91%	9%	3%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	568	545	96%	4%	2%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	162	150	93%	7%	1%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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

TABLE 18: 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 2021-2022	School 2022-2023	State 2021-2022	State 2022-2023
Science (grades 5, 8 and high school)	9.56%	12.50%	29.45%	30.18%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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

	TABLE 19: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2022-2023				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**Percent Met or Exceeded**
All Students	148	144	97%	3%	13%
Female	76	75	99%	1%	13%
Male	72	69	96%	4%	12%
American Indian or Alaska Native	*	*	0%	100%	0%
Asian	*	*	0%	100%	0%
Black or African American	11	11	100%	0%	18%
Filipino	*	*	100%	0%	0%
Hispanic or Latino	117	113	97%	3%	11%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	*	*	100%	0%	43%
White	12	12	100%	0%	8%
English Learners	*	*	100%	0%	0%
Foster Youth	*	*	100%	0%	43%
Homeless	*	*	80%	20%	25%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	126	123	98%	2%	11%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	30	30	100%	0%	3%

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs School Year 2022-2023

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 21: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION SCHOOL YEAR 2022-2023	
Measure	**CTE Program Participation**
Number of Pupils Participating in CTE	1289
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12.5%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

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 22: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS	
UC/CSU Course Measure	**Percent**
2022-2023 Pupils Enrolled in Courses Required for UC/CSU Admission	66%
2021-2022 Graduates Who Completed All Courses Required for UC/CSU Admission	2.1%

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

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 five 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).

TABLE 23: CALIFORNIA PHYSICAL FITNESS TEST 2022-2023 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Truck Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	66.80%	68.40%	68.40%	68.40%	68.40%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

C. ENGAGEMENT

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement School Year 2023-2024

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 educational partners 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.

State Priority: Pupil Engagement

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 areas of growth of the student. More importantly, this allows students to be identified to receive remedial support as needed and ensures the courses assigned are accessible to the student. 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.

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 four-year cohort graduation and dropout numbers. The one-year graduation rate is reported through the California School Dashboard and internal student information systems data was used in the chart below, because it was the most recently available source. The school is a Dashboard Alternative School Status (DASS), because the student population served is typically behind in credits. The tables display the most current data available. N/A is displayed when the school is new, or there is no data available to report, because the state did not report their data when this report was published.

Note: The California Department of Education DataQuest system reports the Four-Year Adjusted Cohort Rate (ACGR) for all regular high schools. However, the ACGR is not a match for our school, because we are an approved Dashboard Alternative School Status (DASS). We serve a student population who are typically behind in credits, and not likely to graduate on time in a regular school setting. As a DASS school, we report the one-year graduation rate, which is calculated internally or from the California School Dashboard. The tables display the most current data available. N/A means that data was not available at the time of publication.

TABLE 25: DROPOUT RATE AND GRADUATION RATE						
Indicator	School Cohort 2020-2021	School Cohort 2021-2022	School Cohort 2022-2023	State Cohort 2020-2021	State Cohort 2021-2022	State Cohort 2022-2023
One-Year Cohort Drop Rate	8.5%	9.9%	11.7%	N/A	N/A	N/A
One-Year Cohort Grad Rate	58.1%	86.0%	N/A	N/A	N/A	N/A
Four-Year Cohort Drop Rate	22.5%	26.0%	23.2%	9.4%	7.8%	8.2%
Four-Year Cohort Grad Rate	8.5%	14.6%	16.2%	83.6%	87.0%	86.2%

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 26a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE SCHOOL YEAR 2022-2023			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	651	517	79%
Female	350	277	79%
Male	299	238	80%
Non-Binary	*	*	100%
American Indian or Alaska Native	*	*	100%
Asian	*	*	80%
Black or African American	49	40	82%
Filipino	*	*	71%
Hispanic or Latino	505	388	77%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	16	15	94%
White	58	56	97%
English Learners	81	68	84%
Foster Youth	*	*	100%
Homeless	27	26	96%
Socioeconomically Disadvantaged	454	370	81%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	127	98	77%

The one-year graduation rate reflects the CDE rate for DASS schools, and the data above is from PowerBI.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 26b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE SCHOOL YEAR 2022-2023			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	1036	168	16.2%
Female	488	106	21.7%
Male	540	61	11.3%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	84	*	11.9%
Filipino	*	*	*
Hispanic or Latino	785	113	14.4%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	30	*	20.0%
White	76	26	34.2%
English Learners	184	28	15.2%
Foster Youth	54	*	13.0%
Homeless	105	*	8.6%
Socioeconomically Disadvantaged	983	156	15.9%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	232	23	9.9%

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

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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 27: CHRONIC ABSENTEEISM BY STUDENT GROUP SCHOOL YEAR 2022-2023				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4638	4,371	2,843	65.00%
Female	2198	2,078	1,338	64.40%
Male	2420	2,274	1,491	65.60%
American Indian or Alaska	16	14	*	57.10%
Asian	28	26	17	65.40%
Black or African American	364	342	231	67.50%
Filipino	14	13	11	84.60%
Hispanic or Latino	3599	3,396	2,256	66.40%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	95	91	56	61.50%
White	385	357	188	52.70%
English Learner	704	696	458	65.80%
Foster Youth	53	116	77	66.40%
Homeless	233	221	163	73.80%
Socioeconomically Disadvantaged	4029	3,824	2,483	64.90%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	1056	1,009	645	63.90%

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

• Pupil suspension rates;

• Pupil expulsion rates; and

• Other local measures on the sense of safety

Suspensions & 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. Additionally, please note that the suspension and expulsion rate for the state was not available at the time of publication.

TABLE 28: SUSPENSIONS AND EXPULSIONS DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY						
Rate	School 2020-2021	School 2021-2022	School 2022-2023	State 2020-2021	State 2021-2022	State 2022-2023
Suspensions	0.00%	0.2%	0.00%	0.2%	3.2%	N/A
Expulsions	0.00%	0.05%	0.04%	0%	0.1%	N/A

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 29: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP SCHOOL YEAR 2022-2023		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0.04%
Female	0%	0%
Male	0%	0.04%
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%	0.04%
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%	0.04%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0.02%

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

School Safety School Year 2023-2024

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 November 2023.

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 2022-2023

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 37: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2022-2023	
Title	Ratio
Pupils to Academic Counselor*	1:242

*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 38: STUDENT SUPPORT SERVICES STAFF SCHOOL YEAR 2022-2023	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	12.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	4.00
Social Worker	3.80
Nurse	1.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.10
Other	0.00

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

School Expenditures Fiscal Year 2021-2022

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 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 2021-2022

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 39: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES FISCAL YEAR 2021-2022				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,649.58	8,138.58	8,511.00	77,671
State	N/A	N/A	17,021	88,508.00
Percent Difference School Site and State	N/A	N/A	-2.21%	-13.04%

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

Types of Services Funded Fiscal Year 2022-2023

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 2021-2022

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: TEACHER AND ADMINISTRATIVE SALARIES FISCAL YEAR 2021-2022		
Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	79,500.00	53,824.00
Mid-Range Teacher Salary	84,800.00	84,312.00
Highest Teacher Salary	90,100.00	104,930.00
Average Principal Salary (High)	132,500.00	148,501.00
Superintendent Salary	178,750.00	199,596.00
Percent of Budget for Teacher Salaries	27.64%	28.73%
Percent of Budget for Administrative Salaries	5.29%	5.39%

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 2022-2023

TABLE 42: ADVANCED PLACEMENT (AP) COURSES SCHOOL YEAR 2022-2023	
Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	1
Percent of Students in AP Courses: (Data Pulled from CALPADS)	0.06%

*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 43: PROFESSIONAL DEVELOPMENT			
Measure	2021-2022	2022-2023	2023-2024
Number of school days dedicated to Staff Development and Continuous Improvement	16	21	21