

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 2025-2026

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 within the school and have access to outside community partners. 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 • (661) 272-1225

www.assurancelearning.org • County-District-School (CDS) Code: 19 75309 0127100 • Grades: 8-12

Principal: Christopher DeLoach • principal@assurancelearning.org | **Area Superintendent:** Victor Nardiello



School Description and Profile School Year 2025-2026

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

Grade Level	Number of Students
Grade 8	0
Grade 9	928
Grade 10	976
Grade 11	765
Grade 12	345
Total Enrollment	3014

Data provided by CDE

Student Group	Percentage
Female	48%
Male	51%
Non-Binary	0%
American Indian or Alaska	0%
Asian	1%
Black or African American	7%
Filipino	0%
Hispanic or Latino	77%
Native Hawaiian or Pacific Islander	0%
Two or More Races	2%
White	10%
English Learner	15%
Foster Youth	2%
Homeless	6%
Socioeconomically Disadvantaged	86%
Students Receiving Migrant Ed	0%
Students with Disabilities	20%

Data provided by CDE

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 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%	234,405	84%
Intern Credentialed Holders Properly Assigned	4	3%	4,853	1.70%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	2%	12,001	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	115	90%	11,953	4.30%
Unknown	0	0%	864	0.30%
Total Teaching Positions	132	100%	279,044	100%

Data provided by CDE for State and LEA for School.

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 2022–2023

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	117	94%	231,142	83.24%
Intern Credentialed Holders Properly Assigned	7	6%	5,566	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	14,938	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	115	98%	11,746	4.23%
Unknown	0	0%	14,303	5.15%
Total Teaching Positions	124	100%	277,698	100%

Data provided by CDE for State and LEA for School.

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.

TABLE 8: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2023–2024

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	109	94%	230,039	100%
Intern Credentialed Holders Properly Assigned	7	6%	6,213	2.20%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	1%	16,855	6.00%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	109	100%	12,112	4.30%
Unknown	0	0%	13,705	4.90%
Total Teaching Positions	116	100%	278,927	100%

Data provided by CDE for State and LEA for School.

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.

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

Authorizations/Assignments	2021-2022 Number	2022-2023 Number	2023-2024 Number
Permits and Waivers	0	0	0
Misassignments	3	21	27
Vacant Positions	0	7	7
Total Teachers Without Credentials and Misassignments	2	1	1

Data provided by LEA

TABLE 10: CREDENTIALLED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA)

Indicator	2021-2022 Number	2022-2023 Number	2023-2024 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	2345	2496	2629
Total Out-of-Field Teachers	115	115	109

Data provided by LEA

TABLE 11: CLASS ASSIGNMENTS

Indicator	2021-2022 Percent	2022-2023 Number	2023-2024 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	19%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0%

Data provided by LEA

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 2025-2026

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 2025 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

TABLE 12: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS SCHOOL YEAR 2025-2026 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: DECEMBER 2025			
Subject	Textbooks and Other Instructional Materials/ year of Adoption	From Most Recent Adoption?	Percentage Students Lacking Own Assigned Copy
Reading/Language Arts	6th -8th - StudySync - McGraw-Hill 9th - 12th - English/Language Arts - Houghton Mifflin/Harcourt	2022 2021	0.00%
Mathematics	K-5th - Envision - SavvasRealize 6th-8th - Digits - SavvasRealize 9th - Algebra 1 - Houghton Mifflin/Harcourt 10th - Geometry - Houghton Mifflin/Harcourt 11th - Algebra II - Houghton Mifflin/Harcourt v 9th - Integrated Mathematics I - National Geographic/Cengage 10th - Integrated Mathematics 2 - National Geographic/Cengage 11th - Integrated Mathematics 3 - National Geographic/Cengage 12th - Mathematics for Business and Personal Finance - Glencoe 12th - Introductory Statistics: Exploring the World (2020) -Savvas Learning Company LLC (Pearson)	2015 2015 2020 2020 2020 2016 2016 2016 2015 2020	0.00%
Science	K-8th - ElevateScience - SavvasRealize 9th - 10th - Earth Science - Houghton Mifflin/ Harcourt 9th - 10th - Physics - Houghton Mifflin/ Harcourt 10th - Biology - Houghton Mifflin/Harcourt 11th - Chemistry - Houghton Mifflin/Harcourt	2020 2018 2020 2018 2020	0.00%
History-Social Science	K-8th - Social Studies - Studies Weekly 10th - World History - Houghton Mifflin/Harcourt 11th - American History - Houghton Mifflin/Harcourt 12th - Economics - Houghton Mifflin/Harcourt 12th - Civics - Houghton Mifflin/Harcourt	2022 2018 2018 2018 2018	0.00%
Foreign Language	9th - 12th Rosetta Stone - World Languages 9th - 12th Edmentum _ World Languages 9th - 12th APEX - World Language	2020 2012 2012	0.00%
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%

Data provided by LEA

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

School Facility Conditions and Planned Improvements School Year 2024-2025

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 September 2025.

TABLE 14: SCHOOL FACILITY GOOD REPAIR STATUS DATE OF LAST INSPECTION: SEPTEMBER 2025				
OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY				
DATA COLLECTED: SEPTEMBER 2025				
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			

Data provided by LEA

Overall Facility Rate Year and month of the most recent inspection: September 2025

TABLE 15: OVERALL RATING			
Exemplary	Good	Fair	Poor
X			

Data provided by LEA

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 16: 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 2023-2024	School 2024-2025	State 2023-2024	State 2024-2025
English Language Arts/Literacy (Grades 3-8 and 11)	23.12%	22.8%	47.04%	48.82%
Mathematics (Grades 3-8 and 11)	3.32%	3.3%	35.54%	37.30%

Data provided by CDE for State and LEA for School.

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 17: 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 2024-2025

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	764	750	98%	2%	22.8%
Female	364	356	98%	2%	28.4%
Male	396	390	98%	2%	17.4%
American Indian or Alaska Native	*	*	100%	0%	50.0%
Asian	*	*	100%	0%	*
Black or African American	40	37	93%	8%	16.2%
Filipino	*	*	100%	0%	100.0%
Hispanic or Latino	560	550	98%	2%	25.5%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	53	53	100%	0%	20.8%
White	101	100	99%	1%	11.0%
English Learners	113	112	99%	1%	1.8%
Foster Youth	11	11	100%	0%	27.3%
Homeless	44	44	100%	0%	9.1%
Military	*	*	100%	0%	*
Socioeconomically Disadvantaged	632	620	98%	2%	21.0%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	155	149	96%	4%	7.4%

Data provided by LEA

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 18: 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 2024-2025**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	765	750	98%	2%	3.3%
Female	364	356	98%	2%	2.8%
Male	397	390	98%	2%	3.6%
American Indian or Alaska Native	*	*	100%	0%	*
Asian	*	*	100%	0%	16.7%
Black or African American	40	37	93%	8%	5.4%
Filipino	*	*	100%	0%	50.0%
Hispanic or Latino	560	550	98%	2%	3.3%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	54	53	98%	2%	*
White	101	100	99%	1%	3.0%
English Learners	114	112	98%	2%	0.9%
Foster Youth	11	11	100%	0%	*
Homeless	44	44	100%	0%	*
Military	*	*	100%	0%	*
Socioeconomically Disadvantaged	632	619	98%	2%	3.2%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	155	149	96%	4%	0.7%

Data provided by LEA

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 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 2023-2024	School 2024-2025	State 2023-2024	State 2024-2025
Science (grades 5, 8 and high school)	14.40%	18.6%	30.70%	32.66%

Data provided by CDE for State and LEA for School.

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 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP
GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2024-2025**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	147	145	99%	1%	18.6%
Female	96	94	98%	2%	17.0%
Male	50	50	100%	0%	22.0%
American Indian or Alaska Native	*	*	*	100%	*
Asian	*	*	100%	0%	*
Black or African American	*	*	100%	0%	*
Filipino	*	*	100%	0%	100.0%
Hispanic or Latino	113	111	98%	2%	18.9%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	100%	0%	14.3%
White	19	19	100%	0%	15.8%
English Learners	15	15	100%	0%	*
Foster Youth	*	*	*	100%	*
Homeless	15	15	100%	0%	6.7%
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	116	114	98%	2%	14.0%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	22	21	95%	5%	*

Data provided by LEA

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 2024-2025

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 Child Development, Web Design, Information Technology, Culinary Arts, and Media Arts. Many of our students participate in the Workforce Innovation Opportunity Act (WIOA).

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

**TABLE 22: CAREER TECHNICAL EDUCATION (CTE)
PARTICIPATION SCHOOL YEAR 2024-2025**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	999
Number of Pupils Participating in WIOA	680
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12.90%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.80%

Data provided by CDE and LEA

UC/CSU Course Completion

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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 SCHOOL YEAR 2024–25

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/ CSU Admission	99.6%
Graduates Who Completed All Courses Required for UC/CSU Admission	8.85%

Data provided by CDE

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 24: CALIFORNIA PHYSICAL FITNESS TEST 2024-2025 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	77.60%	79.30%	79.30%	78.80%	79.50%

Data provided by LEA

Note: The administration of the PFT requires only participation results 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 2025-2026

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 26: DROPOUT RATE AND GRADUATION RATE

Indicator	School Cohort 2022-2023	School Cohort 2023-2024	School Cohort 2024-2025	State Cohort 2022-2023	State Cohort 2023-2024	State Cohort 2024-2025
One-Year Cohort Drop Rate	11.7%	12.6%	9.5%	N/A	N/A	N/A
One-Year Cohort Grad Rate	79.0%	85.0%	89.0%	N/A	N/A	N/A
Four-Year Cohort Drop Rate	23.2%	25.27%	23.9%	8.2%	8.9%	8.0%
Four-Year Cohort Grad Rate	16.2%	16.4%	26.7%	86.2%	86.4%	87.5%

Data provided by CDE for State and LEA for School.

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 27a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE
SCHOOL YEAR 2024-2025**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	831	741	89%
Female	430	383	89%
Male	395	352	89%
Non-Binary	*	*	100%
American Indian or Alaska Native	*	*	100%
Asian	14	13	93%
Black or African American	38	32	84%
Filipino	*	*	86%
Hispanic or Latino	613	542	88%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	15	15	100%
White	117	109	93%
English Learners	128	117	91%
Foster Youth	14	13	93%
Homeless	61	51	84%
Socioeconomically Disadvantaged	581	527	91%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	166	150	90%

Data provided by LEA

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 27b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE
SCHOOL YEAR 2024-2025**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	1073	286	26.7%
Female	497	160	32.2%
Male	569	124	21.8%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	12	*	50.0%
Black or African American	57	*	14.0%
Filipino	*	*	*
Hispanic or Latino	798	182	22.8%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	18	*	38.9%
White	139	72	51.8%
English Learners	253	72	28.5%
Foster Youth	41	12	29.3%
Homeless	124	22	17.7%
Socioeconomically Disadvantaged	1,034	269	26.0%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	242	51	21.1%

Data provided by CDE

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 28: CHRONIC ABSENTEEISM BY STUDENT GROUP SCHOOL YEAR 2024-2025

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4970	4552	2909	63.9%
Female	2358	2177	1356	62.3%
Male	2590	2,357	1543	65.5%
Non-Binary	*	18	*	55.6%
American Indian or Alaska	17	16	*	62.5%
Asian	36	33	15	45.5%
Black or African American	334	308	228	74.0%
Filipino	16	13	*	69.2%
Hispanic or Latino	3760	3439	2215	64.4%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	93	81	58	71.6%
White	558	518	294	56.8%
English Learner	882	790	469	59.4%
Foster Youth	120	101	75	74.3%
Homeless	329	297	224	75.4%
Socioeconomically Disadvantaged	4158	3860	2455	63.6%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	1010	928	566	61.0%

Data provided by CDE

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 29: SUSPENSIONS AND EXPULSIONS						
DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY						
Rate	School 2022-2023	School 2023-2024	School 2024-2025	State 2022-2023	State 2023-2024	State 2024-2025
Suspensions	0.0%	0.3%	0.1%	3.6%	3.3%	2.9%
Expulsions	0.04%	0.0%	0.0%	0.1%	0.1%	0.1%

Data provided by CDE for State and LEA for School.

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 30: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP		
SCHOOL YEAR 2024-2025		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.1%	0.0%
Female	0.1%	0.0%
Male	0.2%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.3%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.1%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.1%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.2%	0.0%

Data provided by CDE

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 2025-2026

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 visitors 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 2025.

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 2024-2025

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 38: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2024-2025	
Title	Ratio
Pupils to Academic Counselor*	1:251

Data provided by LEA

*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 39: STUDENT SUPPORT SERVICES STAFF SCHOOL YEAR 2024-2025	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	11.70
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	4.10
Social Worker	7.90
Nurse	1.70
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	3.70
Other	12.70

Data provided by LEA

*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.

**"Other" category is for all other student support services staff positions not listed.

School Expenditures Fiscal Year 2023-2024

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 2023-2024

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 40: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES FISCAL YEAR 2023-2024				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18,395.89	3,759.33	14,636.56	91,252
State	N/A	N/A	20,281.45	101,084.00
Percent Difference School Site and State	N/A	N/A	-9.75%	-10.22%

Data provided by LEA

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

Types of Services Funded Fiscal Year 2024-2025

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 2023-2024

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 42: TEACHER AND ADMINISTRATIVE SALARIES FISCAL YEAR 2023-2024		
Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	79,500.00	59,531.00
Mid-Range Teacher Salary	90,100.00	95,178.00
Highest Teacher Salary	100,700.00	118,880.00
Average Principal Salary (High)	132,500.00	163,784.00
Superintendent Salary	177,187.50	227,673.00
Percent of Budget for Teacher Salaries	23.08%	26.91%
Percent of Budget for Administrative Salaries	5.39%	5.63%

Data provided by LEA

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 2024-2025

TABLE 43: ADVANCED PLACEMENT (AP) COURSES SCHOOL YEAR 2024-2025	
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	0
Total AP Courses Offered*	0
Percent of Students in AP Courses: (Data Pulled from CALPADS)	0.00%

Data provided by CDE

*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 44: PROFESSIONAL DEVELOPMENT			
Measure	2023-2024	2024-2025	2025-2026
Number of school days dedicated to Staff Development and Continuous Improvement	21	28	28

Data provided by LEA