

Humphreys College Academy of Business, Law and Education
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 6515 Inglewood Ave.
Stockton, CA , 95207-3871

Principal: Clem Lee, Superintendent

Phone: (209) 478-1600

Grade Span: K-12

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, 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 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.

About This School

Clem Lee, Superintendent

Principal, Humphreys College Academy of Business, Law and Education

About Our School

Humphreys College Academy of Business, Law and Education ("ABLE") fully embraces the Legislative intent of the Charter Schools Act by offering inquiry-based, student-centered learning and teaching to present a broad, relevant, and meaningful liberal arts curriculum with a global focus and awareness, the ABLE instructional program will

improve student learning by engaging students actively in their learning and teaching them to be responsible for it. Additionally, teachers and other staff will be accountable for meeting measurable pupil outcomes and recognizing the need for performance-based systems of assessment.

Elements of the program will include accredited concurrent credits for all students in both their secondary and postsecondary academic education, and a philosophy that strives to instill in each student a sense of self-discipline, self-confidence, and independence. In addition, ABLE is dedicated to being an active member of the local business community

Contact

Humphreys College Academy of Business, Law and Education
6515 Inglewood Ave.
Stockton, CA 95207-3871

Phone: (209) 478-1600

Email: ella.blair@ablecharter.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	New Jerusalem Elementary
Phone Number	(209) 830-6363
Superintendent	Thoming, David
Email Address	dthoming@njes.org
Website	www.njesd.net

School Contact Information (School Year 2021—2022)

School Name	Humphreys College Academy of Business, Law and Education
Street	6515 Inglewood Ave.
City, State, Zip	Stockton, CA , 95207-3871
Phone Number	(209) 478-1600
Principal	Clem Lee, Superintendent
Email Address	ella.blair@ablecharter.com
Website	http://www.ablecharter.com
County-District-School (CDS) Code	39686270126755

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

Humphreys College Academy of Business, Law and Education (ABLE Charter) offers inquiry-based, student-centered learning and teaching to present a broad, relevant, and meaningful liberal arts curriculum. ABLE's instructional program engages students, teaches them to take responsibility for their own learning, and instills students with a passion for improvement so that they become life-long learners. The staff and faculty of ABLE Charter are driven to meet measurable pupil outcomes and recognize the need for performance-based systems of assessment.

ABLE Mission Statement

ABLE Charter Schools will provide an innovative, technology-rich, personalized learning environment in which students will receive state of the art instruction empowering them to be independent, life-long learners and productive global citizens in preparation for college, career, and community life.

ABLE Vision for Learning

ABLE students will prosper in a safe and nurturing environment that provides

foundational academic success, excitement of inquiry and exploration, and stimulation of love for learning; exposure to the extraordinary diversity of greater Stockton and San Joaquin County; college preparatory coursework and early college opportunities;

highly trained teachers who combine the best and most current instructional practices with a technology-rich learning environment; exposure to career pathways.

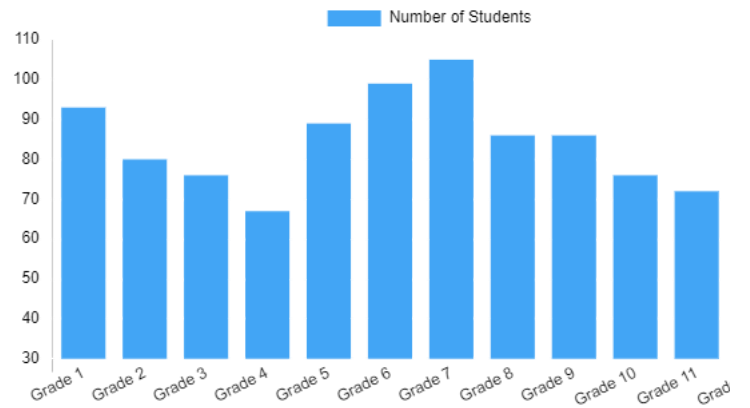
ABLE Beliefs

ABLE believes that every student can learn and succeed, that every student will earn their high school diploma, and that every student will graduate possessing the tools to engage a post-secondary pathway and pursue a happy, successful, and fulfilling life.

Last updated: 1/31/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	93
Grade 2	80
Grade 3	76
Grade 4	67
Grade 5	89
Grade 6	99
Grade 7	105
Grade 8	86
Grade 9	86
Grade 10	76
Grade 11	72
Grade 12	66
Kindergarten	38
Total Enrollment	1033



Last updated: 1/31/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	53.20%
Male	46.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	8.00%
Black or African American	6.20%
Filipino	1.50%
Hispanic or Latino	64.50%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	3.10%
White	6.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.40%
Foster Youth	0.40%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	80.50%
Students with Disabilities	5.50%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ABLE's Kindergarten through 5th grade use Core Knowledge Language Arts (CKLA) as their primary curricular resource. CKLA has 5 main components: 1) A teacher mini-lesson to provide direct instruction in a reading / writing skill 2) Independent practice in a writer's notebook or writing folder at home and in class 3) Guided reading / writing practice in small groups 4) Writing / reading conferences to provide one-on-one feedback from the teacher to the student 5) Working through the writing process to publish written work. ABLE's 6th-12th grades use Engage NY - English Language Arts as their primary curriculum. Teachers adopt and adapt lessons from the curriculum to form the basis of their instruction. They further author additional lessons and projects to build out robust units of instruction. Teachers use a broad range of non-fiction and fiction in their instructional programs.	No	0%
Mathematics	ABLE uses curricula built to increase skills in mathematics and overall critical thinking ability in math classes across grade levels. In our elementary and middle school grades EnVision math is our primary curriculum. This curriculum features robust classroom instruction, traditional problem based independent work, and online, interactive targeted skill building. At our high school level Eureka Math is our primary curriculum. High school math teachers are encouraged to use an Adopt, Adapt, Author model of instruction and often bring in outside resources to target student needs. ABLE further utilizes the Renaissance product Freckle across grade levels to target areas of growth on an individual student level and to provide interactive skill building assignments to fill gaps.	Yes	0%
Science	ABLE provides Next Generation Science Standards aligned curriculum for all ages. PhD Science is utilized in grades K-5 while SEPUPS/Lab Aids is the primary curriculum for grades 6-12. These curricula integrate the NGSS, Common Core State Standards, and STEM best practices with a real world context. Hands-on labs are integrated throughout the program.	Yes	0%
History-Social Science	ABLE integrates social studies standards and learning into our community service continuum and college and career readiness programs as well as in social studies classrooms. Our social studies curricula include Core Knowledge Social Studies, HistoryAlive!, and Stanford History Education Group.	Yes	0%
Foreign Language	Foreign Language instruction is provided in Spanish. Curriculum includes Voces (2016).	Yes	0%
Health	Health education is provided across program levels in physical education classes. Students receive specific health education in 7th and 9th grades utilizing the Teen Talk curriculum. ABLE 9th graders participate in Peer Health Exchange, a skills based program that helps students self-advocate and learn to make choices that lead to positive outcomes.	Yes	0%
Visual and Performing Arts	The crown jewel of ABLE's Visual and Performing Arts offerings is our Dance Program. Dance utilizes a studio thinking framework and teaches students to think as artists. Students are encouraged to seek unique solutions to creative challenges put before them, and through guided practice they learn to express their own sense of creativity.	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/31/22

School Facility Conditions and Planned Improvements

ABLE Charter is located at 6515 Inglewood Avenue, Stockton, CA 95207. The building is located geographically in the heart of Stockton. The facility has been built and renovated to accommodate the needs of the school. Space is allocated to include instructional, administrative, and storage needs. The buildings have a technology infrastructure that accommodates both wireless and wired network capabilities. All space meets ADA compliance. The ABLE school facilities are in exemplary condition. Daily custodial and maintenance services of the facility are handled by ABLE employees. Interior surfaces are in good condition and are sanitized nightly. The electrical system is in good working order and there are zero electrical issues in classrooms. There are zero roof leaks and gutters are cleaned regularly to prevent issues. The ABLE campus is inspected annually by all appropriate agencies and has passed each inspection.

Last updated: 1/31/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Some minor HVAC repairs needed
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Minor repairs to 3 water fountains, updating of some restroom fixtures
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	Regularly scheduled roof maintenance to be completed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Ongoing maintenance of windows. Regularly scheduled resurfacing of elementary play area.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 2/1/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/31/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): Star 360

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	654	654	100	0	18
Female	340	340	100	0	28
Male	314	314	100	0	21
American Indian or Alaska Native	6	6	100	0	16
Asian	73	73	100	0	28
Black or African American	82	82	100	0	19
Filipino	11	11	100	0	18
Hispanic or Latino	240	240	100	0	17
Native Hawaiian or Pacific Islander	32	32	100	0	12
Two or More Races	115	115	100	0	16
White	95	95	100	0	20
English Learners	100	100	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	428	428	100	0	17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100	0	5

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): Star 360 Math

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	654	654	100	0	22
Female	340	340	100	0	23
Male	314	314	100	0	21
American Indian or Alaska Native	6	6	100	0	16
Asian	73	73	100	0	28
Black or African American	82	82	100	0	18
Filipino	11	11	100	0	36
Hispanic or Latino	240	240	100	0	21
Native Hawaiian or Pacific Islander	32	32	100	0	12
Two or More Races	115	115	100	0	25
White	95	95	100	0	21
English Learners	100	100	100	0	7
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	428	428	100	0	22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100	0	8

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

CAASPP Test Results in Science for All Students**Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

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

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

Last updated: 1/31/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	NT	NT	NT	NT
Female	37	NT	NT	NT	NT
Male	33	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	46	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	45	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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

Last updated: 1/31/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

The Careers program at ABE is designed to prepare students for life beyond high school. Students also receive career planning and exploration through work with their counselors. ABE students work towards becoming reflective, self-aware individuals who act as productive group members and fully prepared college or career applicants. ABE is working to develop a series of CTE pathways.

*Last updated: 1/31/22***Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 1/31/22***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	61.54%

Last updated: 1/31/22

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

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Last updated: 1/31/22

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

ABLE Charter ensures parents have an opportunity to participate in the governance of our school. Parents are welcome to attend Board Meetings. Our Charter Advisory Council and English Language Learner Advisory Committee are both primarily comprised of parents representing our various school programs. Both our school principals and counselors regularly hold open office hours to meet with parents, share news, and answer questions through events like "Coffee with the Counselors." Teachers and staff communicate regularly with parents advising them of their child's progress, educational, and social/emotional needs. ABLE maintains information about pressing matters and upcoming events through our website, Facebook, and Instagram pages.

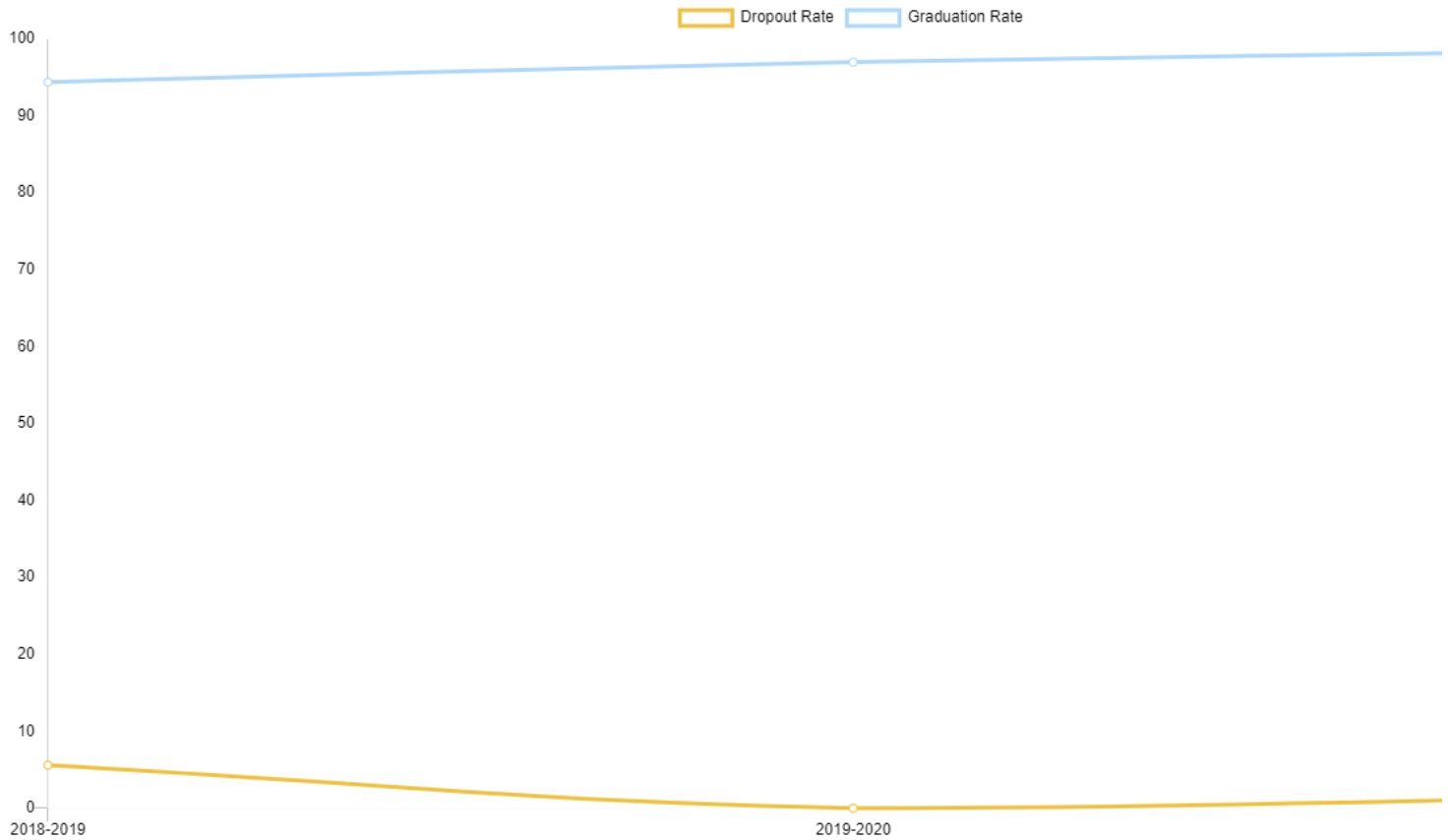
State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	5.60%	0.00%	1.50%	20.00%	11.40%	18.90%	9.00%	8.90%	9.40%
Graduation Rate	94.40%	97.00%	98.50%	73.00%	77.10%	78.10%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	66	65	98.5
Female	33	32	97.0
Male	33	33	100.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	12	12	100.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	35	35	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	53	52	98.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

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>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1050	1034	142	13.7
Female	553	551	70	12.7
Male	497	483	72	14.9
American Indian or Alaska Native	84	84	7	14.9
Asian	5	5	0	0.0
Black or African American	68	66	10	15.2
Filipino	15	15	1	6.7
Hispanic or Latino	673	666	98	14.7
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	32	32	4	12.5
White	67	64	8	12.5
English Learners	191	191	20	10.5
Foster Youth	7	5	1	20.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	852	840	121	14.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	64	9	14.1

Last updated:

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 and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	2.50%	0.00%	1.49%	0.25%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

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

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	3.59%	0.75%	2.45%
Expulsions	0.00%	0.00%	0.05%

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

Last updated: 1/31/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

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

Last updated:
School Safety Plan (School Year 2021-2022)

Keeping our school community safe in the 2021-2022 school year reaches far beyond our School Safety Plan. Due to health concerns surrounding COVID-19, ABLE has adopted many new health and safety measures and procedures. These include daily screenings for all individuals physically entering our campus, self-isolation measures for individuals exhibiting symptoms or after an exposure, and reporting procedures. ABLE's health and safety measures are updated regularly and disseminated to our Board, staff, and school community.

The health and safety of our entire school community are ABLE's primary concern. Our school safety plan focuses on keeping our staff and students safe and healthy. The plan is approved annually at the July Board meeting and includes any updates as required or needed. The safety plan and procedures are disseminated to staff during our teaching training at the beginning of each school year, and teachers cover health and safety topics and procedures during the first week of classes each fall term.

Last updated: 1/31/22

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	0	9	0
1	23.00	3	6	0
2	23.00	3	6	0
3	22.00	0	6	0
4	21.00	3	6	0
5	21.00	2	6	0
6	19.00	11	5	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	0	22	0
1	25.00	0	16	0
2	24.00	3	21	0
3	22.00	2	19	0
4	22.00	0	26	0
5	19.00	15	8	0
6	23.00	4	19	0
Other**	23.00	2	7	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	37.00	0	0	1
1	24.00	0	3	0
2	27.00	0	3	0
3	25.00	0	3	0
4	22.00	0	3	0
5	22.00	5	15	0
6	25.00	0	20	0
Other**	15.00	1	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	4	14	0
Math	22.00	5	13	0
Science	25.00	1	8	0
Social Science	21.00	5	5	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	5	14	0
Math	25.00	3	15	0
Science	26.00	1	8	0
Social Science	25.00	3	7	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	7	12	1
Math	24.00	8	11	0
Science	25.00	1	11	0
Social Science	25.00	3	5	1

Last updated: 1/31/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	1033.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	6.20

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10522.00	\$291.00	\$10230.00	--
District	N/A	N/A	\$116028.00	\$62385.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$72352.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/31/22

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

Types of Services Funded (Fiscal Year 2020–2021)

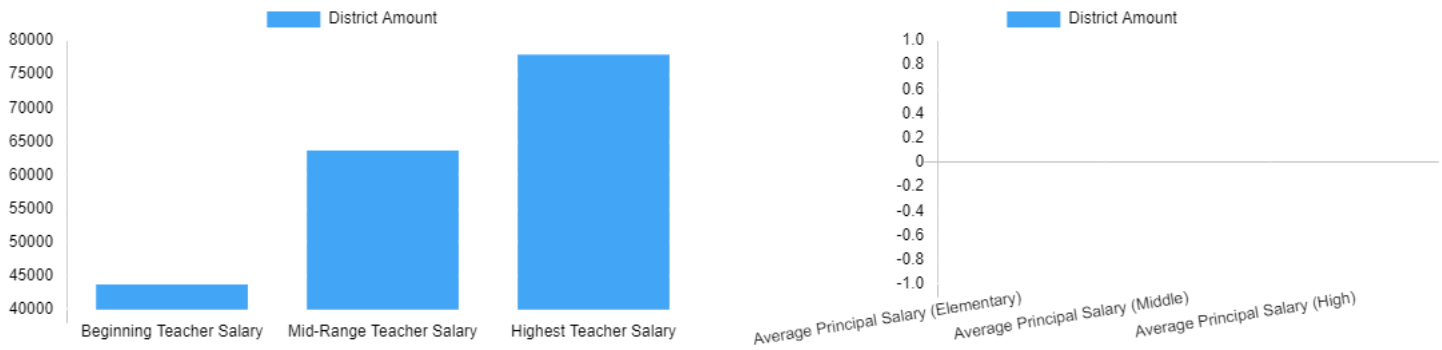
ABLE Charter provides special education, 504, and related services to all of its qualified students. English Language Learners are provided with instruction in English Language Acquisition and Development. ABLE works with our SELPA to ensure SPED services are consistent with the educational needs of our students. Services provided include referral, identification, assesment, case management, IEP development, modification and implementation of IEPs and 504s, counseling, and tutoring. ABLE counselors work wiht students to provide social-emotional counseling, carrer counseling, academic counseling, financial aid help, and college related services.

Last updated: 1/31/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43743.00	\$47265.00
Mid-Range Teacher Salary	\$63678.00	\$69813.00
Highest Teacher Salary	\$77945.00	\$91237.00
Average Principal Salary (Elementary)	\$119100.00	\$113466.00
Average Principal Salary (Middle)	\$0.00	\$115186.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$199588.00	\$131359.00
Percent of Budget for Teacher Salaries	3.00%	30.00%
Percent of Budget for Administrative Salaries	10.00%	7.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 0.00%

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*	0.00%

Last updated: 1/31/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	25.5	26.5	38