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

The school's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.

In order to carry out this mission, the school strives to equip students with the educational skills necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, the school emphasizes increased parental engagement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

The school places a strong emphasis on parental engagement 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 as an active member in school related functions, and attendance in school sponsored parent development workshops. By providing a vehicle for meaningful parental engagement, the school strives to bridge the gap between school and home. It is the hope of the school that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

Marconi Learning Academy • 2444 Marconi Ave Sacramento CA 95821 • 916-974-7307 • www.marconilearning.org
County-District-School (CDS) Code: 34-67421-0137950 • Grades: 9-12
Principal: Lorna Garces • principal@marconilearning.org | **Area Superintendent:** Gagendeep Gill

School Description and Profile
School Year 2023-2024

Marconi 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 the school because they were unsuccessful and need a different option than 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, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized, educational experience for students.

School Enrollment

TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL SCHOOL YEAR 2022-2023

Grade Level	Number of Students
Grade 9	128
Grade 10	95
Grade 11	91
Grade 12	15
Total Enrollment	329

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP SCHOOL YEAR 2022-2023

Student Group	Percentage
Female	50%
Male	49%
Non-Binary	1%
American Indian or Alaska	0%
Asian	7%
Black or African American	18%
Filipino	1%
Hispanic or Latino	60%
Native Hawaiian or Pacific Islander	1%
Two or More Races	5%
White	8%
English Learner	26%
Foster Youth	2%
Homeless	5%
Socioeconomically Disadvantaged	88%
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

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the 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)	14	93%	228,324	83.1%
Intern Credentialed Holders Properly Assigned	1	7%	4,121	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	14%	11,265	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	14	100%	12,089	4.4%
Unknown	0	0%	2,747	1.0%
Total Teaching Positions	15	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)	15	100%	N/A	N/A
Intern Credentialed Holders Properly Assigned	0	0%	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	13	87%	N/A	N/A
Unknown	0	0%	N/A	N/A
Total Teaching Positions	15	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	0	0
Misassignments	29	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	2	0

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	298	291
Total Out-of-Field Teachers	14	12

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)	3%	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

The school determined that each student has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, foreign languages, and visual and performing arts for use in the classroom and to take home.

The table displays information collected in 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**	**Deficiency & Remedial Actions Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/ School Grounds, Windows/Doors/ Gates/Fences	X			

Overall Facility Rate
Year and month of the most recent inspection: October 2023

TABLE 14: OVERALL RATING				
Exemplary	Good	Fair	Poor	Deficiency & Remedial Actions Taken or Planned
X				

Overall Summary of School Facility Conditions:
Exemplary

B. PUPIL OUTCOMES

State Priority: Pupil Achievement

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

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

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

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

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

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

- **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)	27.27%	37.65%	47.06%	46.66%
Mathematics (Grades 3-8 and 11)	3.95%	0%	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	86	85	99%	1%	38%
Female	42	41	98%	2%	37%
Male	44	44	100%	0%	39%
American Indian or Alaska Native	*	*	0%	100%	0%
Asian	*	*	100%	0%	33%
Black or African American	11	11	100%	0%	27%
Filipino	*	*	100%	0%	100%
Hispanic or Latino	51	50	98%	2%	36%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	*	*	100%	0%	50%
White	*	*	100%	0%	50%
English Learners	14	14	100%	0%	14%
Foster Youth	*	*	100%	0%	33%
Homeless	*	*	100%	0%	43%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	66	65	98%	2%	26%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	*	*	100%	0%	10%

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	86	85	99%	1%	0%
Female	42	41	98%	2%	0%
Male	44	44	100%	0%	0%
American Indian or Alaska Native	*	*	0%	100%	0%
Asian	*	*	100%	0%	0%
Black or African American	11	11	100%	0%	0%
Filipino	*	*	100%	0%	0%
Hispanic or Latino	51	50	98%	2%	0%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	*	*	100%	0%	0%
White	*	*	100%	0%	0%
English Learners	14	14	100%	0%	0%
Foster Youth	*	*	100%	0%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	66	65	98%	2%	0%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	*	*	100%	0%	0%

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 2023-2023
Science (grades 5, 8 and high school)	4.35%	0.00%	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	*	*	100%	0%	0%
Female	*	*	100%	0%	0%
Male	*	*	100%	0%	0%
American Indian or Alaska Native	*	*	0%	100%	0%
Asian	*	*	0%	100%	0%
Black or African American	*	*	100%	0%	0%
Filipino	*	*	0%	100%	0%
Hispanic or Latino	*	*	100%	0%	0%
Native Hawaiian or Pacific Islander	*	*	100%	0%	0%
Two or More Races	*	*	100%	0%	0%
White	*	*	0%	100%	0%
English Learners	*	*	100%	0%	0%
Foster Youth	*	*	100%	0%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	*	*	100%	0%	0%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	*	*	100%	0%	0%

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

The school 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, Family & Society, Small Business Management, Child Development, Introduction to Business, and Medical Terminology.

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	62
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
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	61%
2021-2022 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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	Component1: 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	83.20%	83.20%	83.20%	82.60%	83.20%

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

Marconi values the diverse backgrounds of each student and works to create trusting relationships with families and community members empowering the uniqueness of each individual. The School believes it is the responsibility of all educators, community members, students, and family members to cultivate student success in areas such as academics, college/career readiness, and life skills. Marconi is committed to providing a safe, supportive, and respectful environment in which all educational partners work collectively to provide students the means to reach their full potential and make a positive impact in our community.

The School encourages parental involvement throughout the school year with a variety of engagement opportunities. The Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC) meet quarterly each school year. Both committees elicit valuable input from families and community members with regard to planning, developing, implementing, and evaluating our school program. Amongst other items, the PAC and ELAC Committees advise on our Title I, Part A School-Parent Compact; Title I, Part A Parent and Family Engagement Policy; and our Local Control and Accountability Plan (LCAP). The School-Parent Compact and the Parent and Family Engagement Policy were jointly developed with parents. Together, these documents outline how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement. The Parent and Family Engagement Policy outlines how the school and families will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards. Regarding the LCAP, all educational partners are provided updates and asked to provide input on the progress of the LCAP throughout the year.

Other major events and opportunities offered by The School include Open House, Back-to-School Nights, Student Showcases, Family Paint Nights, Parent Conferences and Parent University. Parents are notified about these engagement opportunities by automated phone calls and web-based communications from teachers and administrators. Parents may contact the school office at 916-974-7307 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

In knowing the "at risk of dropping out" status of the majority of students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment students' complete credit 1 of Professional Skills and receive a personalized learning plan to meet their goals. In addition, students are supported in determining their college and career interests and plans, The teacher builds upon this throughout the year to support academic planning as well as college and career readiness.

Students also participate in academic assessments, such as NWEA, after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses too far removed from their current academic abilities. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all early interventions are intended to promote attendance and reduce the likelihood of student dropouts. However, these standard interventions are not always met with student success.

When faculty and staff (at school) witness a decline in the attendance of a particular student, more specific and targeted interventions take place in progressive steps:

• A missed day of school results in a call home from the student's teacher

• A pattern of missed school days results in a parent-teacher or adult student-teacher conference

• A continued pattern of missed school days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meet with the Student Retention Support specialist to discuss the legal requirements of school attendance for minors and problems adults face as high school dropouts. If the student/parent cannot be reached, a home visit will be conducted.

• A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting (S.R.M) intervention. Student Retention Meetings include the School Counselor, Supervising Teacher, School Administrator, and the Student Retention Support specialist. When the student and parent meet with the S.R.M. team, serious conversations take place about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school.

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. 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 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	11.4%	12.6%	13.7%	N/A	N/A	N/A
One-Year Cohort Grad Rate	92.6%	88.0%	N/A	N/A	N/A	N/A
Four-Year Cohort Drop Rate	18.1%	29.9%	30.0%	9.4%	7.8%	8.2%
Four-Year Cohort Grad Rate	18.0%	13.7%	9.8%	83.6%	87.0%	86.2%

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	48	46	96%
Female	27	26	96%
Male	21	20	95%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	100%
Black or African American	*	*	100%
Filipino	*	*	100%
Hispanic or Latino	33	31	94%
Native Hawaiian or Pacific Islander	*	*	100%
Two or More Races	*	*	100%
White	*	*	100%
English Learners	*	*	100%
Foster Youth	*	*	100%
Homeless	*	*	50%
Socioeconomically Disadvantaged	35	33	94%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	*	*	100%

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	123	12	9.8%
Female	57	*	15.8%
Male	65	*	4.6%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	17	*	5.9%
Filipino	*	*	*
Hispanic or Latino	66	*	10.6%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	12	*	16.7%
White	16	*	6.3%
English Learners	38	*	2.6%
Foster Youth	*	*	*
Homeless	23	*	13.0%
Socioeconomically Disadvantaged	114	*	8.8%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	34	*	8.8%

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. Marconi 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	630	583	288	49.40%
Female	305	286	134	46.90%
Male	319	291	153	52.60%
American Indian or Alaska	*	*	*	*
Asian	43	42	21	50.00%
Black or African American	123	112	68	60.70%
Filipino	*	*	*	*
Hispanic or Latino	351	328	142	43.30%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	38	34	24	70.60%
White	58	50	24	48.00%
English Learner	144	145	64	44.10%
Foster Youth	*	19	12	63.20%
Homeless	35	36	24	66.70%
Socioeconomically Disadvantaged	515	481	233	48.40%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	136	123	79	64.20%

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 time of publication.

Rate	School 2020-2021	School 2021-2022	School 2022-2023	State 2020-2021	State 2021-2022	State 2022-2023
Suspensions	0.00%	0.00%	0.00%	0.2%	3.2%	N/A
Expulsions	0.00%	0.00%	0.00%	0%	0.1%	N/A

TABLE 28: SUSPENSIONS AND EXPULSIONS
DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY

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%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska	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 Learner	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Ed	0%	0%
Students with Disabilities	0%	0%

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 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 Decemeber 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

Using the ASCA National Model as a framework to deliver comprehensive school counseling services, school counselor seek to assist all students in the social/emotional, career and academic domains with specific attention to healthy personal development and growth. The school counselor's primary role is to support students with any barriers hindering their academic progress as they work towards completing their high school diploma. School counseling services are delivered through guidance curriculum, individual planning, responsive services, referrals to outside agencies, consultation and collaboration.

The following is a list of support staff available to students at the school.

TABLE 37: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2022-2023	
Title	**Ratio**
Pupils to Academic Counselor*	1:328

*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)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.30
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.10
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 provides a comparison of the 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 how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/.

For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

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	15,995.80	2,266.43	13,729.37	78,416
State	N/A	N/A	17,021	88,508.00
Percent Difference School Site and State	N/A	N/A	-6.21%	-12.09%

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	49,934.00
Mid-Range Teacher Salary	84,800.00	66,543.00
Highest Teacher Salary	90,100.00	98,389.00
Average Principal Salary (High)	132,500.00	125,276.00
Superintendent Salary	178,750.00	150,478.00
Percent of Budget for Teacher Salaries	24.27%	25.54%
Percent of Budget for Administrative Salaries	4.23%	5.68%

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

Advanced Placement (AP) Classes
School Year 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	0
Total AP Courses Offered*	0
Percent of Students in AP Courses: (Data Pulled from CALPADS)	0%

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

Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve curriculum and delivery of instruction with a focus on increasing student learning, leadership development, and social emotional learning. Dedicated time is set aside for staff professional development throughout the school year. These sessions focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of its English language learners, special education students, and lowest-performing students. With a focus on continued improvement, staff participate in regularly scheduled Professional Learning Communities in which they come together in content-alike teams to analyze student learning data to better inform curricular and instructional decisions that will address the immediate learning needs of students.

In addition, school administrators participate in ongoing professional learning with the focus on effective school leadership practices and instructional leadership. The Leadership Team and the Professional Learning Coordinator work together to identify school-wide focuses for its campuses each year 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. Professional Development will be measured annually to determine the effectiveness on student learning outcomes.

Newly hired teachers, tutors, and paraprofessionals are partnered with existing expert job-alike mentors through the school's Staff Onboarding Program and participate in a required on the job training for the purpose of familiarizing them to their specific scope of work within the program and equipping them with the necessary skills to be successful. The Staff Onboarding Program also requires that all educators participate in a multi-part module series to gain an understanding of the mission and vision of the school with a specific focus on curriculum and instruction, data and assessment, personalizing student learning, serving special populations, distance learning, and trauma informed practices.

The school also provides Induction training to its preliminary credentialed teachers through its partnership with the local county offices of education. Participating teachers are partnered with a highly qualified Induction Mentor from their designated school site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participate in conferences sponsored by local county offices of education or other instructional teacher conferences.

TABLE 43: PROFESSIONAL DEVELOPMENT			
Measure	**2021-2022**	**2022-2023**	**2023-2024**
Number of school days dedicated to Staff Development and Continuous Improvement	10	20	21