

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

At Ambassador Phillip V. Sanchez II, our mission is to provide students seeking an alternative school setting with a personalized, supportive, and academically rigorous learning experience. We empower students to take ownership of their education and graduate with the skills, confidence, character, and career plan needed to become responsible citizens and lifelong learners.

We proudly serve an important and diverse group of students from our community, young people who deserve a learning environment that understands their challenges, values their individuality, and is committed to helping them realize their full potential. Our dedicated team works every day to ensure each student receives the guidance, encouragement, and tools necessary for both academic success and personal growth. In fulfilling this mission, we reaffirm our commitment to continuous improvement through research-based programs, effective instructional strategies, and best practices that reflect the evolving needs of 21st-century learners. We equip students with essential skills for today's world the ability to read, write, speak, and reason with clarity and precision and to engage intelligently and responsibly in a global society.

Our personalized learning model offers flexible pathways through site-based instruction, one-on-one support, and distance learning opportunities. These options enable students to acquire the knowledge and confidence to make a lasting difference in their own lives and in their communities. We cultivate a student-centered and inclusive environment where all learners are held to high academic and behavioral standards. Students collaborate with peers, engage in meaningful community service, and develop the self-motivation and resilience needed to succeed beyond high school. Recognizing that family and community engagement is vital to student success, we view parents and guardians as essential partners in the educational process. We encourage active participation through ongoing communication, school events, parent-teacher conferences, ELAC/PAC meetings, and parent development workshops. Our community partners provide vital support related to job skills and essential needs, while business partners offer opportunities for job tours, presentations, career fairs, and mentorship. Additional partners assist with food, clothing, and emergency shelter for students and their families. By fostering strong partnerships between home and school, we strengthen our shared commitment to student achievement and lifelong learning. At Ambassador Phillip V. Sanchez II Charter School, we remain steadfast in our dedication to knowing our students, supporting their goals, and continuously refining our practices to ensure every student can succeed today, tomorrow, and beyond.

Ambassador Phillip V. Sanchez II • 830 Fresno St Fresno CA 93706-3117 • 559-497-9331 • www.ambsanchezcharter2.org

County-District-School (CDS) Code: 10-62380-0136499 • Grades: 9-12

Principal: Shacola Green • principal@ambsanchezcharter2.org | **Area Superintendent:** Gagandeep Gill



School Description and Profile School Year 2025-2026

Ambassador Phillip V. Sanchez II is a public charter school offering a personalized educational program designed for high school students and families who value a flexible, individualized approach to learning. We take pride in truly knowing our students their strengths, challenges, and goals and we are fully prepared to provide the academic, social, emotional, and basic needs support they need to thrive. Many of our students come to us seeking an alternative to the traditional high school model. Some have struggled in larger or more conventional settings and need a different path toward success. Others require flexibility to balance school with work, family responsibilities, or personal circumstances. Whatever their story, we meet each student where they are and help them move forward with purpose and confidence. Our dedicated educators build strong, supportive relationships with every student, creating an environment that encourages growth, accountability, and achievement. Through rigorous, standards-based instruction aligned with the California Subject Area Content Standards, we ensure that students not only meet academic expectations but also develop essential skills for life beyond high school. At Ambassador Phillip V. Sanchez II, we are committed to helping students succeed not just in their high school courses and activities, but also in their post-secondary goals whether that means college, career, or another meaningful next step. Our robust Career Technical Education (CTE) programs allow students to earn industry-recognized certifications while still in high school. Students have the opportunity to complete programs such as Certified Nursing Assistant, State Preschool Teacher Assistant, and California Certified Dental Assistant. Additionally, we strive for all students to complete at least two community college courses before graduation, giving them the confidence to pursue further training, higher education, or military service. By combining personalized learning with comprehensive support and future-focused guidance, we empower every student with the tools to realize their full potential and build a foundation for lifelong success.

School Enrollment

**TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL
SCHOOL YEAR 2024-2025**

Grade Level	Number of Students
Grade 9	82
Grade 10	92
Grade 11	70
Grade 12	17
Total Enrollment	261

Data provided by CDE

**TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP
SCHOOL YEAR 2024-2025**

Student Group	Percentage
Female	51%
Male	49%
Non-Binary	0%
American Indian or Alaska	1%
Asian	1%
Black or African American	15%
Filipino	0%
Hispanic or Latino	26%
Native Hawaiian or Pacific Islander	0%
Two or More Races	3%
White	51%
English Learner	18%
Foster Youth	2%
Homeless	0%
Socioeconomically Disadvantaged	94%
Students Receiving Migrant Ed	2%
Students with Disabilities	19%

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

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 2021–2022

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	100%	234,405	84%
Intern Credentialed Holders Properly Assigned	0	0%	4,853	1.70%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	12,001	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12	67%	11,953	4.30%
Unknown	0	0%	864	0.30%
Total Teaching Positions	18	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)	13	93%	231,142	83.24%
Intern Credentialed Holders Properly Assigned	1	7%	5,566	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	0%	14,938	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12	92%	11,746	4.23%
Unknown	0	0%	14,303	5.15%
Total Teaching Positions	14	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)	14	88%	230,039	100%
Intern Credentialed Holders Properly Assigned	2	13%	6,213	2.20%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	0%	16,855	6.00%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	14	100%	12,112	4.30%
Unknown	0	0%	13,705	4.90%
Total Teaching Positions	16	100%	278,927	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.



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	0	2	2
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

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	214	244	303
Total Out-of-Field Teachers	12	12	14

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%	1%	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%	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

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 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	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			

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	Deficiency & Remedial Actions Taken or Planned
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)	20.00%	22.9%	47.04%	48.82%
Mathematics (Grades 3-8 and 11)	0%	2.9%	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	72	70	97%	3%	22.9%
Female	47	47	100%	0%	21.3%
Male	25	23	92%	8%	26.1%
American Indian or Alaska Native	*	*	100%	0%	*
Asian	*	*	100%	0%	66.7%
Black or African American	*	*	90%	10%	11.1%
Filipino	*	*	*	100%	*
Hispanic or Latino	19	19	100%	0%	15.8%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	100%	0%	*
White	34	33	97%	3%	30.3%
English Learners	14	14	100%	0%	7.1%
Foster Youth	*	*	*	100%	*
Homeless	*	*	*	100%	*
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	68	66	97%	3%	22.7%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	15	14	93%	7%	*

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	72	70	97%	3%	2.9%
Female	47	47	100%	0%	4.3%
Male	25	23	92%	8%	*
American Indian or Alaska Native	*	*	100%	0%	*
Asian	*	*	100%	0%	*
Black or African American	*	*	90%	10%	*
Filipino	*	*	*	100%	*
Hispanic or Latino	19	19	100%	0%	5.3%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	100%	0%	*
White	34	33	97%	3%	3.0%
English Learners	14	14	100%	0%	7.1%
Foster Youth	*	*	*	100%	*
Homeless	*	*	*	100%	*
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	68	66	97%	3%	3.0%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	15	14	93%	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)	15.79%	*	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	*	*	100%	0%	12.5%
Female	*	*	100%	0%	*
Male	*	*	100%	0%	50.0%
American Indian or Alaska Native	*	*	*	100%	*
Asian	*	*	*	100%	*
Black or African American	*	*	*	100%	*
Filipino	*	*	*	100%	*
Hispanic or Latino	*	*	100%	0%	25.0%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	*	100%	*
White	*	*	100%	0%	*
English Learners	*	*	100%	0%	*
Foster Youth	*	*	*	100%	*
Homeless	*	*	100%	0%	*
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	*	*	100%	0%	14.3%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	*	*	100%	0%	*

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

The school continues to expand its Career Technical Education (CTE) program and access to college courses. The school recognizes the need to integrate core academic knowledge with technical skills for today's modern workforce. It is committed to providing students with greater opportunities to develop these skills through its continued efforts to build relationships with local businesses and community colleges. All students take the Foundations for Jobs for American Graduates (JAG) upon enrolling. The student's career choice development is furthered by taking Career Exploration at their local Community College. Next, students can take many CTE exploration courses through IMAGO online courses or additional in-person or community college courses. We offer certification programs in CA Dental Assistant and Certified Nurse Assistant. There are also CTE pathways in Child Development/Education, Business Management, and Health. Expansion of pathways and certification programs will include Public Service and other workforce development programs. Students also have the opportunity to participate in WIOA/JAG additional workforce activities, such as resume building, interview skills, job shadowing, business tours, and more. Many of our student 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	169
Number of Pupils Participating in WIOA	16
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	31.60%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	22.20%

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	100%
Graduates Who Completed All Courses Re- quired for UC/CSU Admission	1.89%

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	100.00%	100.00%	100.00%	100.00%	100.00%

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

Ambassador Phillip V. Sanchez II is committed to fostering strong parent engagement and meaningful partnerships with our families and community. We value the diverse backgrounds of our students and strive to build trusting relationships that honor and empower the uniqueness of every individual. We believe that student success—in academics, college and career readiness, and life skills—is a shared responsibility among educators, families, students, and community members. Ambassador Phillip V. Sanchez II is dedicated to providing a safe, supportive, and respectful environment where all educational partners collaborate to help students reach their full potential and make a positive impact on our community.

To promote consistent family involvement, the School offers a variety of engagement opportunities throughout the year. The Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC) meet quarterly to gather valuable input from families and community members regarding the planning, development, implementation, and evaluation of our school programs. These committees also provide insight and recommendations that help strengthen our Local Control and Accountability Plan (LCAP). All educational partners receive updates and are invited to provide feedback on the progress of the LCAP throughout the year.

In addition, Ambassador Phillip V. Sanchez II hosts several major events and family engagement opportunities, including Open House, Back-to-School Nights, Student Showcases, Family Paint Nights, and Parent Conferences. Parents are notified of these events through automated phone calls and web-based communications from teachers and administrators. Families interested in participating may contact the school office at 559-497-9331.

Parent Conferences and Open House events serve as important opportunities for communication among teachers, parents, students, and community partners. Parents are encouraged to contact their child’s teacher at any time during the school year to support academic progress toward 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.

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.

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.

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	9.0%	13.0%	15.6%	N/A	N/A	N/A
One-Year Cohort Grad Rate	93.0%	93.0%	94.0%	N/A	N/A	N/A
Four-Year Cohort Drop Rate	28.5%	34.78%	26.7%	8.2%	8.9%	8.0%
Four-Year Cohort Grad Rate	18.4%	20.9%	28.7%	86.2%	86.4%	87.5%

Data provided by CDE for State and LEA for School.



**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	54	51	94%
Female	34	32	94%
Male	20	19	95%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	100%
Asian	*	*	*
Black or African American	*	*	100%
Filipino	*	*	*
Hispanic or Latino	36	34	94%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	100%
White	*	*	100%
English Learners	*	*	100%
Foster Youth	*	*	100%
Homeless	*	*	100%
Socioeconomically Disadvantaged	47	45	96%
Students Receiving Migrant Education Services	*	*	100%
Students with Disabilities	*	*	100%

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	101	29	28.7%
Female	51	21	41.2%
Male	49	*	16.3%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	15	*	20.0%
Filipino	*	*	*
Hispanic or Latino	39	13	33.3%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	36	11	30.6%
English Learners	23	*	21.7%
Foster Youth	*	*	*
Homeless	*	11	*
Socioeconomically Disadvantaged	100	28	28.0%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	22	*	22.7%

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. Ambassador Phillip V. Sanchez II 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	438	402	257	63.9%
Female	222	200	130	65.0%
Male	215	201	127	63.2%
Non-Binary	*	*	*	*
American Indian or Alaska	*	*	*	*
Asian	*	*	*	*
Black or African American	72	64	45	70.3%
Filipino	*	*	*	*
Hispanic or Latino	179	155	105	67.7%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	*	*	*	*
White	156	154	89	57.8%
English Learner	80	77	61	79.2%
Foster Youth	*	*	*	*
Homeless	*	*	*	*
Socioeconomically Disadvantaged	415	384	247	64.3%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	86	85	58	68.2%

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%	0.2%	0.0%	3.6%	3.3%	2.9%
Expulsions	0.0%	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	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	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 Learner	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Ed	0.0%	0.0%
Students with Disabilities	0.0%	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 visitor to the sites must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in November 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

Using the ASCA National Model as a framework to deliver comprehensive school counseling services, school counselors 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 38: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2024-2025

Title	Ratio
Pupils to Academic Counselor*	1:261

* 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)	1.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.90
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.00
Other	2.20

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 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 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	19,146.85	3,498.69	15,648.16	89,132
State	N/A	N/A	20,281.45	101,084.00
Percent Difference School Site and State	N/A	N/A	-5.76%	-12.57%

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.

Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	79,500.00	54,938.00
Mid-Range Teacher Salary	90,100.00	77,181.00
Highest Teacher Salary	100,700.00	105,502.00
Average Principal Salary (High)	132,500.00	149,893.00
Superintendent Salary	184,375.00	173,469.00
Percent of Budget for Teacher Salaries	24.63%	25.33%
Percent of Budget for Administrative Salaries	3.57%	6.27%

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

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

The school's certificated staff members and administrators participate in ongoing professional learning to improve educator practice, knowledge, and skills 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 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 continuous 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.

The school's leadership team works in partnership with the professional learning coordinator to develop an Annual School Professional Development Plan. This plan addresses the school-wide focus areas each year and allows for the coordination of staff learning and development opportunities and ongoing instructional coaching for its Educators. Professional learning topics are determined by the school's identified needs, which are informed by staff feedback gathered through department meetings and surveys, as well as by the collection and analysis of data highlighting areas for improvement and growth. Professional Development is evaluated annually to determine the impact on Educator Practice and the effectiveness on student learning outcomes.

In addition, school administrators participate in ongoing professional learning with the focus on effective school leadership practices and instructional leadership. New school administrators participate in the Administrators Leadership Program which provides job-specific guidance and professional development for new school leaders. Each new school administrator in this program is paired with an experienced school administrator who supports them as they develop in their new leadership role. The ALP program also includes a Community of Practice where new school leaders come together to meet quarterly throughout the school year to share best practices, problem solve through challenges, and request for additional support/resources.

Through the school's New Staff Onboarding Program, newly hired certificated and non-certificated staff are paired with experienced, job-alike trainers/mentors to complete on-the-job training. This process helps them understand their specific roles and equips them with the skills and knowledge they need to be successful. The New Staff Onboarding Program also provides targeted professional learning through a series of in-person learning sessions. These multi-part learning sessions are known as the Educator Foundations Modules and includes: Portrait of Organization, Curriculum and Instruction, Data and



Assessment, Personalizing Student Learning, Serving Special Populations, Ed Tech Essentials, and Trauma-Resilient Educational Communities. These learning modules provide the opportunity for new hires to develop an understanding of the school’s mission, vision, and goals with a key focus on supporting the learning and achievement of the students that we serve.

The school also offers an Induction Program for teachers holding a Preliminary Teaching Credential, made possible through its partnership with the local County Office of Education. Participating teachers are partnered with a highly-qualified Induction Mentor at their school site and participate in all required Induction Program activities to earn their Clear Teaching Credential. The school’s Special Education Teachers and paraprofessionals 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 various educational conferences including: the California Charter Schools Association’s annual CCSA Conferences, the California Association for Bilingual Education’s (CABE) Conference, Professional Learning Communities at Work Institute, Spring CUE Conference, and other conference events sponsored by the CDE and/or 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	10

Data provided by LEA