

# IvyTech Charter School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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.

## 2022-23 School Contact Information

<b>School Name</b>	IvyTech Charter School
<b>Street</b>	6591 Collins Dr, Ste E4
<b>City, State, Zip</b>	Moorpark
<b>Phone Number</b>	8052225188
<b>Principal</b>	Adreanna Diaz
<b>Email Address</b>	msdiaz@ivytechcs.org
<b>School Website</b>	www.ivytechcharterschool.org
<b>County-District-School (CDS) Code</b>	CA 56 73940 0121426

## 2022-23 District Contact Information

<b>District Name</b>	IvyTech Charter School
<b>Phone Number</b>	8052225188
<b>Superintendent</b>	Geoffrey Frankl
<b>Email Address</b>	mrfrankl@ivytechcs.org
<b>District Website Address</b>	www.ivytechcharterschool.org

## 2022-23 School Overview

The only charter school within Moorpark Unified, IvyTech Charter offers an independent study program as well as an onsite structured support program to both middle and high school students seeking an alternative to the traditional school setting. Additionally, IvyTech offers students dual enrollment opportunities within the local community college district (Moorpark CC, Ventura CC, Oxnard CC, and Pierce CC). This opportunity allows students to concurrently enroll in college coursework as they complete the coursework necessary for high school graduation.

IvyTech provides a robust Independent Study program that has been bolstered even further by the unique requirements presented by Covid19 lockdowns. The school already provided access to instructional materials through digital Learning Management Systems that facilitated remote work 24/7, as long as students have internet access. The school further supports independent students with bi-weekly check-ins with instructors and dedicated office hours to offer one-on-one/small group remediation. The school has also invested in infrastructure to allow remote learners to "Zoom" into live classes to virtually and synchronously participate with onsite learning cohorts. All students during have access to Paper.co tutors, which can be accessed for help in all subject areas 24/7, during the regular school year.

As an independent study school, IvyTech has always incorporated an onsite component to provide a blended structure and support for online courses. The onsite structured support program was designed to help supplement A-G independent study courses by providing hands-on labs for science, real-world applications of engineering and mathematics, as well as a global context from which to launch inquiries and investigations. This onsite component has been transitioned into learning cohorts that allow all learners, but especially students with special needs to have access to regular onsite, in-person, structured instruction.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	8
Grade 8	4
Grade 9	8
Grade 10	14
Grade 11	19
Grade 12	20
<b>Total Enrollment</b>	<b>73</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.7
Male	60.3
American Indian or Alaska Native	0.0
Asian	2.7
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	31.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.1
White	60.3
English Learners	0.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	26.0
Students with Disabilities	19.2

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.20	73.03	227.70	85.14	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.50	0.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.80	0.69	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	23.36	14.90	5.58	12115.80	4.41
<b>Unknown</b>	0.10	3.62	22.40	8.40	18854.30	6.86
<b>Total Teaching Positions</b>	3.00	100.00	267.50	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.70	
<b>Total Out-of-Field Teachers</b>	0.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We are an independent study school using online curriculum. We created many of our course from several different publishers. We currently use "Buzz" and "Edgenuity" as our learning management systems. All students are provided a chromebook or they are allowed to use their own computer. Within our classes we have used the following publishers:  McDougal	Yes	0

	<p>UC Scout Florida Virtual Pearson Newsela Ellevation</p> <p>Along with several novels for literature. All books are on a kindle, all students receive a kindle.</p>		
<b>Mathematics</b>	<p>We are an independent study school using online curriculum. We created many of our course from several different publishers. We currently use "Buzz" and "Edgenuity" as our learning management systems. All students are provided a chromebook or they are allowed to use their own computer. Within our classes we have used the following publishers:</p> <p>Omega Math - updated as company updates</p> <p>Florida Virtual - updated as company updates</p> <p>MagmaMath - updated as company updates</p> <p>Ellevation</p>	Yes	0
<b>Science</b>	<p>We are an independent study school using online curriculum. We created many of our course from several different publishers. We currently use "Buzz" and "Edgenuity" as our learning management systems. All students are provided a chromebook or they are allowed to use their own computer. Within our classes we have used the following publishers:</p> <p>The Living Earth - Biozone Engineering</p> <p>Technology and Science - Makerspace, Teach Engineering STEAM curriculum Florida Virtual</p> <p>UCCI - Forensic Science</p> <p>Human Anatomy Atlas</p>	Yes	0
<b>History-Social Science</b>	<p>We are an independent study school using online curriculum. We created many of our course from several different publishers. We currently use "Buzz" and "Edgenuity" as our learning management systems. All students are provided a chromebook or they are allowed to use their own computer. Within our classes we have used the following publishers:</p> <p>Pearson</p> <p>Edgenuity</p> <p>Newsela</p>	Yes	0
<b>Foreign Language</b>	<p>Not all students take Foreign Language.</p> <p>Language courses are offered through the "Edgenuity" Learning Management System.</p>	Yes	0
<b>Health</b>	<p>We are an independent study school using online curriculum. We created many of our course from several different publishers. We currently use "Buzz" as our learning management system. All students are provided a chromebook or they are allowed to use their own computer. Within our classes we have used the following publishers:</p>	Yes	0

	Florida Virtual Edgenuity		
<b>Visual and Performing Arts</b>	Onsite Art Lab, Makerspace Lab and Recording/Broadcasting Studio.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Zspace - Human Anatomy Atlas	Yes	0
	Zspace - Earth Science		
	Courseware - Visible Body		
	Edgenuity - Earth and Space Science		

## School Facility Conditions and Planned Improvements

IvyTech Charter School is a non-classroom-based school. However, because our program is based on a personalized learning philosophy, we provide options to support our students' learning with our structured-support option. Over the years, ITCS has improved our facilities to meet our programmatic needs, including new and expanded learning areas, room for meetings, improved science facilities, and outdoor space. In general, stakeholder feedback indicates a high level of satisfaction with the quality, safety, and cleanliness of all ITCS facilities.

**Year and month of the most recent FIT report**

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	56	N/A	57	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	29	N/A	43	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	34	34	100.00	0.00	55.88
<b>Female</b>	16	16	100.00	0.00	62.50
<b>Male</b>	18	18	100.00	0.00	50.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	23	100.00	0.00	60.87
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	34	34	100.00	0.00	29.41
<b>Female</b>	16	16	100.00	0.00	25.00
<b>Male</b>	18	18	100.00	0.00	33.33
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	23	100.00	0.00	30.43
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	30.56	28.89	35.18	39.18	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	50	45	90	10	28.89
<b>Female</b>	25	20	80	20	20
<b>Male</b>	25	25	100	0	36
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	17	16	94.12	5.88	25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	30	26	86.67	13.33	26.92
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

IvyTech does not directly offer CTE courses, but facilitates ITCS students participation with programs offered by Ventura County's Career Education Center.

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	85.25
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## B. Pupil Outcomes

### 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	100	100	100	100	100

## 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.

## 2022-23 Opportunities for Parental Involvement

Due to Covid-19 restrictions, IvyTech has limited that amount of on-campus activities for parents to participate in. Instead, the school has relied upon online/digital interactions to check-in with parents. The school has engaged parents with surveys and Zoom calls to give parents the opportunity to voice concerns, put forth ideas for future school growth, and to communicate about the school as it navigates through ever-evolving circumstances related to the pandemic. Parents are invited to participate in regular board meetings which are held at the school-site. Additionally, the school has hosted a Back-To-School Night, and a FAFSA Information Night, opening up the campus to families. The school's head of student services, Adreanna Diaz (805-222-5188) is the key coordinator for all parent interactions.

### C. Engagement

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		26.9	29.2		8.1	7.1		8.9	7.8
Graduation Rate		57.7	58.3		87.7	88.9		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	24	14	58.3
<b>Female</b>	13	7	53.8
<b>Male</b>	11	7	63.6
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	12	9	75.0
<b>English Learners</b>	0	0	0.0
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	0	0	0.0
<b>Socioeconomically Disadvantaged</b>	11	6	54.5
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	841	87	23	26.4
Female	441	39	9	23.1
Male	398	48	14	29.2
American Indian or Alaska Native	1	0	0	0.0
Asian	86	2	0	0.0
Black or African American	3	0	0	0.0
Filipino	13	0	0	0.0
Hispanic or Latino	209	27	12	44.4
Native Hawaiian or Pacific Islander	2	0	0	0.0
Two or More Races	46	4	1	25.0
White	467	53	10	18.9
English Learners	14	0	0	0.0
Foster Youth	1	0	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	107	21	9	42.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	18	6	33.3

### C. Engagement

#### State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.18	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.06	1.71	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

IvyTech School is an Independent Study school. During the times and days that students attend our site, they are provided with school ID's and are checked in/out as they enter/exit the campus. We are not a traditional school site, however, we do conduct fire/earthquake procedures on pre-schedule days during the year. No room is left unsupervised. The Comprehensive School Safety Plan is annually reviewed each July before the start of the school year. At that time, the plan is updated and discussed with school faculty and students at the start of the academic year.

### Covid Incident Plan

Student/staff shows up and displays Covid symptoms/temperature (99.5+)

#### School Response:

Test/retest

Onsite quarantine / Send home

Stay at home until results of Covid test confirmed

MAKE REPORTS TO VCPH IMMEDIATELY if 10% of students and staff are out in a single day.

Report weekly Covid-19 or Influenza-Like Illness (ILI) absenteeism to VCPH

covidschools@ventura.org

(805) 981-5101

After Hours (6pm-7:30am)

(805) 214-7057

Students/staff does not attend school

#### School Response:

Confirm person's reason for not attending school

Request person get a covid test if symptoms seem Covid-like

Request person stay home until Covid test results are confirmed.

MAKE REPORTS TO VCPH IMMEDIATELY if 10% of students and staff are out in a single day.

Report weekly Covid-19 or Influenza-Like Illness (ILI) absenteeism to VCPH

covidschools@ventura.org

(805) 981-5101

After Hours (6pm-7:30am)

(805) 214-7057

Student/staff tests positive for Covid-19

#### School Response:

must quarantine at home for 10 days

Develop a list of people considered "in close proximity"

Anyone who was within 6 ft of an infected person for a total of 15 minutes, cumulatively over 24 hr period (count back at least 2 days from positive test result)

Anyone who was a "CLOSE CONTACT" must quarantine for 14 days regardless of test results.

Call/email parents of students and staff considered to be a "close contact" and require testing and quarantine procedures

Email staff/families and make them aware of current situation while maintaining anonymity

Report weekly Covid-19 or Influenza-Like Illness (ILI) absenteeism to VCPH

covidschools@ventura.org

(805) 981-5101

After Hours (6pm-7:30am)

(805) 214-7057

\* SCHOOL CLOSURE - Must consult with VCPH - Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5% of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from a public health investigation or other local epidemiological data.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	9		1
Mathematics	6	10		
Science	9	5	1	
Social Science	13	11		1

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	14	1	
Mathematics	8	8		
Science	7	9		
Social Science	8	13		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	17	1	
Mathematics	6	9		
Science	5	11	1	
Social Science	6	15	1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	730

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,172	1,121	7,051	79,348
District	N/A	N/A	7,219	\$72,502
Percent Difference - School Site and District	N/A	N/A	-2.4	9.0
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	6.7	-4.6

## 2021-22 Types of Services Funded

The size of IvyTech Charter affords each of us the opportunity to get to know each student and for our staff to work as a team for the support of our students. We have cross-curricular conversations about student challenges or successes and meet with counseling/administration to make further changes or amendments.

Our blended learning model which fosters individual coaching/instruction allows for teachers to employ strategies to support students in their academic development. These one-on-one relationships afford teachers the opportunity to see how curriculums can be amended to promote student inclusion and progress. The blended learning model's online component, too, allows for individual coaching as teachers provide feedback and suggestions for re-submission of work. At any point, teachers have the opportunity to adjust curriculums for student inclusion and progress.

Writings within courses allow for points of intervention in any number of areas. Teachers act as first responders, they reach out to students, then follow up with, or include, staff who then connect with parents and strategize service.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$38,195	\$52,478
<b>Mid-Range Teacher Salary</b>	\$69,768	\$80,810
<b>Highest Teacher Salary</b>	\$91,793	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$113,980	\$127,080
<b>Average Principal Salary (Middle)</b>	\$119,176	\$134,264
<b>Average Principal Salary (High)</b>	\$138,810	\$147,200
<b>Superintendent Salary</b>	\$199,838	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	33%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

IvyTech encourages and supports the professional development of all staff members. The two main focus areas for professional development provided to teachers has been Social Emotional Learning and the integration of emerging technologies and corresponding pedagogies in their daily teaching practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5