

IvyTech Charter School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/ .

2025-26 School Contact Information

School Name	IvyTech Charter School
Street	6591 Collins Dr, Ste E4
City, State, Zip	Moorpark
Phone Number	(805)222-5188
Principal	Adreanna Diaz
Email Address	msdiaz@ivytechcs.org
School Website	www.ivytechcharterschool.org
Grade Span	7-12
County-District-School (CDS) Code	CA 56 73940 0121426

2025-26 District Contact Information

District Name	IvyTech Charter School
Phone Number	(805) 222-5188
Superintendent	Geoffrey Frankl
Email Address	mrfrankl@ivytechcs.org
District Website	www.ivytechcharterschool.org

2025-26 School Description and Mission Statement

IvyTech Charter School is the only charter school located in Moorpark and serves students in grades 7–12 through a nonclassroom-based independent study model. IvyTech is designed to meet the needs of today’s diverse learners by offering flexible, high-quality academic programs that prioritize both academic success and social-emotional well-being. At IvyTech, we believe that learning should adapt to students, not the other way around. Our school serves a wide range of learners, including students who are credit-deficient, those seeking an alternative to the traditional school environment, and motivated young professionals who require flexibility to pursue work, career pathways, dual enrollment through the local Community College District, or other real-world opportunities. This belief is captured in our guiding principle: We Do School Differently!

2025-26 School Description and Mission Statement

Independent Study Programs

IvyTech offers two independent study pathways to ensure students receive the level of structure and support that best fits their individual needs. The Traditional Independent Study (TIS) Program meet onsite one day per week with credentialed teachers. Instruction is delivered through high-quality online learning platforms and is closely monitored to ensure academic progress and accountability. Students also participate in a weekly advisory check-in with subject-area instructors, providing consistent social-emotional learning (SEL) support, goal-setting, and academic guidance.

The Structured Independent Study (SIS) Program offers a more robust, campus-based experience. Students meet onsite three days per week and follow a daily schedule that closely resembles a traditional school day, including seven instructional periods and access to onsite elective offerings. Students in this program receive the same SEL advisory support as those in the TIS Program, while benefiting from increased structure, face-to-face instruction, and opportunities for collaboration.

Student Support and Learning Environment

IvyTech's unique campus provides Ventura County's independent learners with an environment that is intentionally different from the traditional school experience. The school is replete with academic and social-emotional supports, including onsite educational facilitators, credentialed teachers, and access to 24/7 online tutoring. These layered supports ensure students remain engaged, supported, and empowered to meet graduation requirements and achieve their personal goals. Through flexible programming, intentional support systems, and a commitment to equity, IvyTech Charter School prepares students to succeed academically while developing the skills needed to thrive beyond high school.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	4
Grade 8	6
Grade 9	12
Grade 10	8
Grade 11	13
Grade 12	29
Total Enrollment	72

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	63.9
Male	36.1
Asian	2.8
Black or African American	1.4
Hispanic or Latino	43.1
Two or More Races	6.9
White	45.8
English Learners	2.8
Homeless	1.4
Socioeconomically Disadvantaged	31.9
Students with Disabilities	22.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.3	48.78	225.4	83.58	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.9	0.73	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	14.69	4.6	1.71	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	27.14	12.8	4.75	11953.1	4.28
Unknown/Incomplete/NA	0.4	8.98	24.9	9.23	15831.9	5.67
Total Teaching Positions	4.9	100	269.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.8	62.76	216.8	86.97	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.4	0.97	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.9	1.97	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	37.07	14	5.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	11	4.44	14303.8	5.15
Total Teaching Positions	6.1	100	249.3	100	277698	100

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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.4	66.32	229.6	87.21	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.9	0.38	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.1	2.7	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	15.12	13.4	5.1	12112.8	4.34
Unknown/Incomplete/NA	1.2	18.41	12.1	4.61	13705.8	4.91
Total Teaching Positions	6.6	100	263.2	100	278927.1	100

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.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.70	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.30	2.2	1
Total Out-of-Field Teachers	1.30	2.2	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.1	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As an independent study school utilizing online curriculum, IvyTech provides all instructional content and required reading materials through digital platforms. Our courses are developed using curriculum from multiple publishers and are delivered through the Buzz and Edgenuity learning management systems. All students are issued a Chromebook, though they may choose to use a personal computer if preferred.

Year and month in which the data were collected

January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Imagine: Edgenuity / Edge X, several novels for literature, an extensive in-class library with high-interest texts for students in physical form. Additional readings are provided digitally to all students via pdf or a website that allows for differentiation throughout the read and write. ELD students - Summit K12, English Skills - Edmentum ExactPath, Kids Discover Online	0
Mathematics	Imagine Edgenuity Omega Math - updated as company updates Florida Virtual - updated as company updates Math & You	0
Science	Imagine Edgenuity The Living Earth - Biozone Engineering UCCI - Forensic Science Human Anatomy Atlas CK12, LibreText UC Scout Biology Exploring Life online textbook AACT-American Association of Chemistry Teachers Chemistry OpenStax NOAA, NASA	0

History-Social Science	"Imagine Edgenuity LOUIS: The Louisiana Library Network ICIVICS OER Project Digital Inquiry Group American Psychological Association, Kids Discover Online"	0
Foreign Language	Language courses are offered through the "Edgenuity" Learning Management System.	0
Health	Florida Virtual Edgenuity, CK 12, USDA, College of the Canyons, O*Net Online, MyPlate, HIV.gov, CDC, Cleveland Clinic	0
Visual and Performing Arts	Imagine Edgenuity, Onsite Art Lab, National Gallery of Art, Getty Museum Online Collection	0
Science Laboratory Equipment (grades 9-12)	PhET Interactive simulations HHMI Biointeractive LEGO Engineering Homescience tools Carolina biological Flinn science Cornell lab of ornithology Plant growth virtual lab Ask a biologist ASU Wolfram Alpha NOAA, NASA	0

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

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. The school invited the parent representative of the ITCS School Board to complete a Facilities Inspection Tour in preparation for a visitation from a member of the Ventura County Office of Education. The VCOE representative completed an official FIT report as part of the monitoring and compliance component of the Williams Decision.

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	58	35	54	59	47	48
Mathematics (grades 3-8 and 11)	24	10	43	44	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	23	20	86.96	13.04	35.00
Female	14	11	78.57	21.43	36.36
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	12	10	83.33	16.67	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	23	20	86.96	13.04	10.00
Female	14	11	78.57	21.43	0.00
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	10	83.33	16.67	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.68	15.79	39.59	39.2	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	35	89.74	10.26	14.29
Female	23	20	86.96	13.04	10.00
Male	16	15	93.75	6.25	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	17	85.00	15.00	29.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

IvyTech has piloted a new CTE program utilizing the digital LMS and Instructor Services from eDynamic Learning. Students progress through curriculum independently and have regular meetings with the credentialed instructor overseeing the course. The LEA primary representative for all matters relating to CTE is the school's principal, Adreanna Diaz.

Pathway: Animator (AME)
 CTE Animation: 1A Introduction
 CTE Animation: 1B Animating Your Creativity
 CTE 3D Modeling: 1A Introduction
 CTE 3D Modeling: 1B Set the Scene

Pathway: Counselor (HLT)
 CTE MBHC Medical Terminology: 1A Introduction
 CTE MBHC Medical Terminology: 1B Discovering Word Foundations
 CTE MBHC Humand & Social Services: Introduction
 CTE MBHC Peer Counseling

Pathway: Cybersecurity Specialist (ICT)
 CTE Network Security Fundamentals: 1A Introduction

2024-25 Career Technical Education Programs

CTE Network Security Fundamentals: 1B Forensics & Permissions
CTE Operational Cybersecurity: 1A Introduction
CTE Operational Cybersecurity: 1B Security & Planning in the Workplace

Pathway: Day Care Worker (EDU)
CTE Real World Parenting
CTE Nutrition & Wellness
CTE Early Childhood Education: 1A Introduction
CTE Early Childhood Education: 1B Developing Early Learners

Pathway: Entrepreneur (MAR)
CTE Entrepreneurship: 1A Introduction
CTE Entrepreneurship: 1B Make Your Idea a Reality
CTE Business Ownership: 1A Introduction
CTE Business Ownership: 1B Reach for the Stars

Pathway: Game Designer (AME)
CTE Foundations of Game Design: 1A Introduction
CTE Foundations of Game Design: 1B Storytelling, Mechanics, and Production
CTE Game Design: 2A Build a World
CTE Game Design: 2B Launch a Game

Pathway: Graphic Designer (AME)
CTE Digital Design: 1A Introduction
CTE Digital Design: 1B Express Your Ideas Visually
CTE Digital Media Fundamentals: 1A Introduction
CTE Digital Media Fundamentals: 1B Producing for the Web

Pathway: Chef (HOS)
CTE Culinary Arts: 1A Introduction
CTE Culinary Arts: 1B Finding Your Palate
CTE Culinary Arts: 2A Nutrition & Wellness
CTE Culinary Arts: 2B Baking Pastry and More

Pathway: Marketing Specialist (MAR)
CTE Marketing Foundations: 1A Introduction
CTE Marketing Foundations: 1B Building Your Base
CTE Marketing: 2A Global Business & Trade
CTE Marketing: 2B Developing a Sales Team

Pathway: Medical Office Administrator (HLT)
CTE Medical Terminology: 1A Introduction
CTE Medical Terminology: 1B Discovering Word Foundations
CTE Medical Office Administration: 1A Introduction
CTE Medical Office Administration: 1B Vital to the Front Office

Pathway: Web Designer (AME)
CTE Digital Media Fundamentals: 1A Introduction
CTE Digital Media Fundamentals: 1B Producing for the Web
CTE Digital Media Web Design: 2A Build a Portfolio Website
CTE Digital Media Web Design: 2B Build an eCommerce Website

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	7.69

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	12	12	12	12	12

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.

2025-26 Opportunities for Parental Involvement

IvyTech actively promotes meaningful parental involvement by offering multiple opportunities for families to stay informed and engaged in the life of the school. Parents receive quarterly newsletters that highlight school progress, upcoming events, and student opportunities, and are invited to attend events such as Back-to-School Night and FAFSA information nights. These activities are designed to strengthen communication between the school and families while ensuring parents have access to timely information that supports student success and postsecondary planning.

The school also prioritizes two-way communication and values parent voice in decision-making and school improvement efforts. IvyTech utilizes surveys, Dinner With the Directors events, and Zoom meetings to provide parents with accessible forums to share concerns, offer ideas, and engage in open dialogue with school leadership. An annual parent survey is distributed to gather structured feedback and suggestions for growth, helping the school adapt and respond effectively as it navigates changing educational needs and circumstances.

Parents are further encouraged to participate in school governance and leadership opportunities. Regular governing board meetings are held on the school site and are open to family participation, reinforcing transparency and community involvement. Additionally, one seat on the school's governing board is reserved for a parent representative, ensuring parent perspectives are included at the highest level of decision-making. The school's Principal, Adreanna Diaz (805-222-5188), serves as the primary coordinator for all parent interactions and is available to support families and facilitate engagement opportunities.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	35	30	13.3	7.4	4.9	2.8	8.2	8.9	8
Graduation Rate	57.5	60	80	89.5	93.4	94.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	30	24	80.0
Female	16	14	87.5
Male	14	10	71.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	12	8	66.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	15	88.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	9	69.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	10	83.3

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, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	888	80	13	16.3
Female	512	51	9	17.6
Male	371	29	4	13.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	78	--	--	--
Black or African American	--	--	--	--
Filipino	13	--	--	--
Hispanic or Latino	193	35	11	31.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	69	--	--	--
White	498	37	1	2.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	93	29	11	37.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	20	19	2	10.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.75	2.89	2.47	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.03	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

IvyTech School is a Non-Classroom-Based, Independent Study school. During the times and days that students attend our site, they are provided with school IDs 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 by June 15th by the school's Director of Operations. At this time, the plan is discussed with all members of the administration to identify improvement needs in either policy or facility. An improvement plan is developed for the coming school year. The latest version of the school's CSSP was officially updated by January 2026 and received approval from the ITCS School Board in February 2026.

The school's administration regularly meets with staff members to review the School Safety Plan and to ensure that all resources and expectations are in place prior to the event of an emergency.

Fire drill and exit maps have been reviewed with students and staff and posted on campus in each classroom. Classroom kits have been stationed in each learning space and staff members have been trained on procedures for handling emergency, first-aid, and trauma situations. The Student Handbook is updated, and reviewed by the Principal annually to reflect changes in policy and procedure. Policies including health and safety, as well as rules and procedures on school discipline are reviewed at staff meetings.

IvyTech's CSSP covers all required elements as outlined by Education Code Sections 32280-32289.5

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	0	1
Mathematics	5	13	0	0
Science	5	10	0	0
Social Science	8	16	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	5	12		
Science	4	13		
Social Science	6	16	1	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	11	12	1	1
Mathematics	9	10		1
Science	4	15		
Social Science	7	14		

2024-25 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	200

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	11555	\$961	10594	46034
District	N/A	N/A	\$7,219	\$81,701
Percent Difference - School Site and District	N/A	N/A	37.9	-52.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-1.7	-69.2

Fiscal Year 2024-25 Types of Services Funded

The size of IvyTech Charter affords the opportunity for the school's administration 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. Students have a unique learning plan developed for them that will help them both to earn a high school diploma and achieve career and college readiness. To accomplish this, students are empowered to pick a pathway that supports Career Technical Education, Dual Enrollment at local community colleges all while completing A-G approved courses.

The school's 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. To further the support of individual students, the school provides each student with 24/7, chat-based tutoring in all subject areas through Paper Tutoring.

The school facilitates a meal program which offers all students a free lunch from one of the local eateries and provides breakfasts for socioeconomically disadvantaged students. Additionally, to support these student, the school provides families with the opportunity to check-out a computer and internet hotspot for home usage.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$44,035	\$62,145
Mid-Range Teacher Salary	\$80,436	\$97,088
Highest Teacher Salary	\$106,370	\$120,436
Average Principal Salary (Elementary)	\$136,935	\$151,343
Average Principal Salary (Middle)	\$145,548	\$159,514
Average Principal Salary (High)	\$173,019	\$177,261
Superintendent Salary	\$270,000	\$294,805
Percent of Budget for Teacher Salaries	26.41%	29.95%
Percent of Budget for Administrative Salaries	6.15%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

IvyTech encourages and actively supports the ongoing professional development of all staff members as a key component of maintaining a high-quality educational program. The school's professional development efforts are intentionally aligned to areas that most directly support student success, with a primary focus on Social Emotional Learning (SEL) and the thoughtful integration of emerging technologies and corresponding instructional pedagogies into daily teaching practice. These focus areas ensure that teachers are equipped to meet students' academic, social, and emotional needs in a dynamic and evolving educational landscape.

The school facilitates regular, structured opportunities for collaboration and learning through weekly staff meetings. During

Professional Development

these meetings, faculty engage in comprehensive check-ins that address schoolwide operations, student progress, Individualized Education Programs (IEPs), 504 plans, and communication practices, including social media. As appropriate, these meetings also include targeted inservice sessions designed to provide additional training, share best practices, and address emerging needs or initiatives across the school community.

In addition to staff meetings, IvyTech teachers participate in weekly Professional Learning Community (PLC) meetings. These PLCs provide a dedicated forum for educators to collaboratively examine problems of practice that impact both the school as a whole and specific subject areas. Through reflective dialogue, data analysis, and shared problem-solving, PLCs support continuous improvement, promote instructional coherence, and foster a culture of professional growth and collective responsibility.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7