

IvyTech Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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
County-District-School (CDS) Code	CA 56 73940 0121426

2023-24 District Contact Information

District Name	IvyTech Charter School
Phone Number	(805) 378-6300
Superintendent	Geoffrey Frankl
Email Address	mrfrankl@ivytechcs.org
District Website	www.ivytechcharterschool.org

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	4
Grade 8	6
Grade 9	4
Grade 10	10
Grade 11	18
Grade 12	29
Total Enrollment	71

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.7%
Asian	1.4%
Black or African American	1.4%
Hispanic or Latino	33.8%
Two or More Races	2.8%
White	59.2%
Socioeconomically Disadvantaged	28.2%
Students with Disabilities	16.9%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.20	73.03	227.70	85.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.80	0.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	23.36	14.90	5.58	12115.80	4.41
Unknown	0.10	3.62	22.40	8.40	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.30	48.78	225.40	83.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	14.69	4.60	1.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	27.14	12.80	4.75	11953.10	4.28
Unknown	0.40	8.98	24.90	9.23	15831.90	5.67
Total Teaching Positions	4.90	100.00	269.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.70
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.70	1.30
Total Out-of-Field Teachers	0.70	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		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)	17.1	18.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

IvyTech provides all curriculum and reading materials through digital mediums. Each student is assigned a device for onsite usage, and one device is available for each student to check out for home use.

Year and month in which the data were collected	September 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<p>Reading/Language Arts</p>	<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>Imagine Edgenuity Apex Learning UC Scout Florida Virtual Pearson Newsela Ellevation Edmentum</p> <p>Along with several novels for literature. All books are on a kindle, all students receive a kindle.</p>	<p>Yes</p>	<p>0</p>
<p>Mathematics</p>	<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>Imagine Edgenuity</p> <p>Apex Learning</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>	<p>Yes</p>	<p>0</p>
<p>Science</p>	<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>UC Scout</p> <p>Imagine Edgenuity</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>	<p>Yes</p>	<p>0</p>

History-Social Science	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: Imagine Edgenuity Apex Learning UC Scout Pearson Newsela	Yes	0
Foreign Language	Language courses are offered through the "Edgenuity" Learning Management System.	Yes	0
Health	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: Florida Virtual Edgenuity	Yes	0
Visual and Performing Arts	Imagine Edgenuity, Onsite Art Lab, Makerspace Lab and Recording/Broadcasting Studio.	Yes	0

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

November 2023

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			Reorganizing of storage area in Suite E2 to ensure a safe environment in case of an emergency.
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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	56	34	57	56	47	46
Mathematics (grades 3-8 and 11)	29	11	43	42	33	34

2022-23 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
All Students	34	29	85.29	14.71	34.48
Female	20	19	95.00	5.00	36.84
Male	14	10	71.43	28.57	--
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	13	12	92.31	7.69	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	15	78.95	21.05	33.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	15	93.75	6.25	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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
All Students	34	28	82.35	17.65	10.71
Female	20	18	90.00	10.00	5.56
Male	14	10	71.43	28.57	--
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	13	11	84.62	15.38	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	15	78.95	21.05	20.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	14	87.50	12.50	14.29
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. 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.89	25.00	39.18	40.12	29.47	30.29

2022-23 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
All Students	51	44	86.27	13.73	25.00
Female	27	24	88.89	11.11	16.67
Male	24	20	83.33	16.67	35.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	14	87.50	12.50	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	27	84.38	15.62	29.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	16	88.89	11.11	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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
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)

2022-23 Career Technical Education Programs

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.24
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	18.75

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

IvyTech engages parents with quarterly newsletters, Back-To-School, and FAFSA information nights to provide the learning community with information on the school's progress and opportunities for students. ITCS utilizes surveys, Dinner With The Directors nights, and Zoom calls to provide opportunities for parents to voice concerns, put forth ideas for future school growth, and to communicate about the school as it navigates through ever-evolving circumstances. Parents are invited to participate in regular board meetings which are held at the school-site. 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	42.5	29.2	35	6.4	7.1	7.4	9.4	7.8	8.2
Graduation Rate	47.5	58.3	57.5	88.9	88.9	89.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	40	23	57.5
Female	19	11	57.9
Male	21	12	57.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	13	7	53.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	25	14	56.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	13	10	76.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	898	91	23	25.3
Female	502	46	11	23.9
Male	393	45	12	26.7
Non-Binary	3	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	95	1	0	0.0
Black or African American	4	1	0	0.0
Filipino	14	0	0	0.0
Hispanic or Latino	195	33	12	36.4
Native Hawaiian or Pacific Islander	4	0	0	0.0
Two or More Races	66	3	0	0.0
White	504	52	11	21.2
English Learners	5	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	3	1	0	0.0
Socioeconomically Disadvantaged	101	33	11	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	16	4	25.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.06	1.71	2.75	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 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 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 by June 15th by the school's Director of Operations. At this time, the plan is discussed with all members of administration to identify improvement needs in either policy or facility. An improvement plan is developed for the coming school year. The CSSP was officially updated by 10/17/22 and received approval from the ITCS School Board on February 28, 2023.

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 of handling emergency, first-aid, and trauma situations. The Student Handbook is updated, 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

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	

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

2022-23 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	236.67

2022-23 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)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$11,036	\$317	\$10,720	\$86,122
District	N/A	N/A	\$7,219	\$74,061
Percent Difference - School Site and District	N/A	N/A	39.0	15.1
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	34.0	-1.4

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$38,959	\$54,190
Mid-Range Teacher Salary	\$71,164	\$85,111
Highest Teacher Salary	\$93,629	\$104,999
Average Principal Salary (Elementary)	\$116,707	\$132,492
Average Principal Salary (Middle)	\$120,772	\$140,987
Average Principal Salary (High)	\$140,762	\$153,884
Superintendent Salary	\$222,000	\$255,503
Percent of Budget for Teacher Salaries	32.12%	32.09%
Percent of Budget for Administrative Salaries	5.95%	5.25%

2022-23 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 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	7