Taylion High Desert Academy
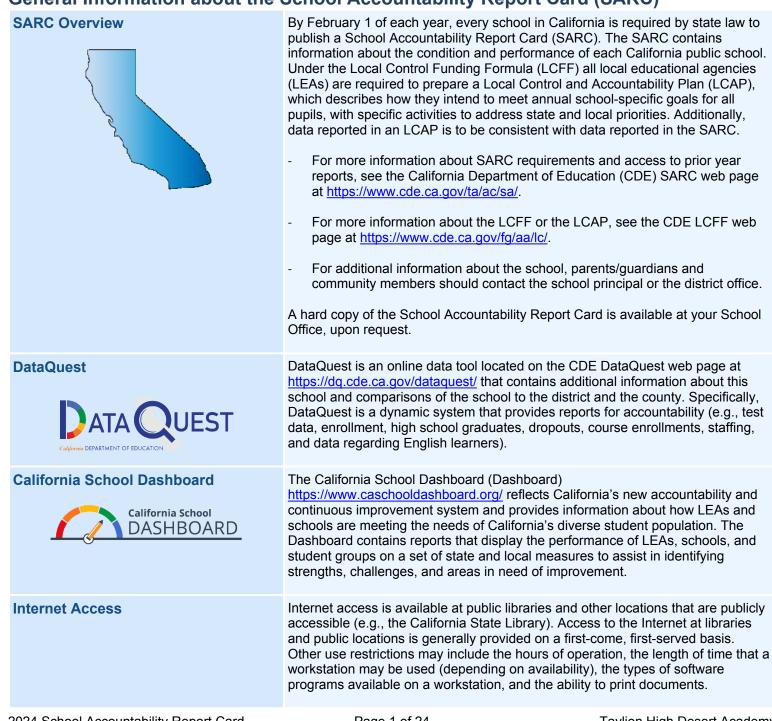## 2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

TAYLION ACADEMY
K-12 Tailored to You – Online, In Class, & At Home™

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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	Taylion High Desert Academy
Street	11336 Bartlett Ave. St 9
City, State, Zip	Adelanto, CA 92301-1948
Phone Number	760-951-5501
Principal	Brenda Congo
Email Address	brenda.congo@taylion.com
School Website	www.taylion.com
Grade Span	K-12
County-District-School (CDS) Code	36675870128462

2024-25 District Contact Information

District Name	Adelanto Elementary School District
Phone Number	(760) 246-8691
Superintendent	Dr. Terry Walker
Email Address	terry_walker@aesd.net
District Website	https://www.aesd.net/

2024-25 School Description and Mission Statement

Taylion High Desert Academy is a K-12 public charter school that focuses on each student's individual learning path both academically and personally. Our independent studies and homeschool programs offer students on-site support and/or online learning.

Mission: Taylion High Desert Academy strives to be a holistic learning environment that prepares its students for their future academically, physically, and mentally. We incorporate the idea of relationships, responsibility, and respect for all life in our core academics and believe that all students can succeed if all students learn to believe in themselves. Our mission at Taylion

2024-25 School Description and Mission Statement

Academy is to bridge the achievement gap some students face and help them succeed through a personalized learning model that prepares learners to be college and career ready.

Vision: Working with all educational leaders, we create an individualized learning environment designed to enable each student to gain the skills necessary to achieve their long-term educational, professional, and personal goals and dreams. Taylion Academy's vision is to be the preferred choice in personalized education for grades K-12.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	33
Grade 2	32
Grade 3	24
Grade 4	19
Grade 5	26
Grade 6	44
Grade 7	73
Grade 8	82
Grade 9	162
Grade 10	109
Grade 11	56
Grade 12	20
Total Enrollment	712

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	48.7
Non-Binary	0.3
American Indian or Alaska Native	0.6
Black or African American	17.7
Filipino	0.3
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	1.3
Two or More Races	4.4
White	9.1
English Learners	6
Foster Youth	0.8
Homeless	4.6
Socioeconomically Disadvantaged	86.7
Students with Disabilities	14.9

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)	0.20	5.08	327.70	85.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	1.05	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.10	3.45	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	37.31	11.40	3.00	12115.80	4.41
Unknown/Incomplete/NA	2.20	57.36	25.50	6.68	18854.30	6.86
Total Teaching Positions	3.90	100.00	381.90	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)	1.00	20.26	314.50	85.23	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.10	1.13	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	58.74	24.80	6.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	17.10	10.40	2.83	11953.10	4.28
Unknown/Incomplete/NA	0.10	3.53	15.00	4.08	15831.90	5.67
Total Teaching Positions	5.30	100.00	369.00	100.00	279044.80	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.

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)	3.50	18.11	301.30	80.10	231142.40	100.00
Intern Credential Holders Properly Assigned	0.30	1.54	4.90	1.32	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	26.60	7.07	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	14.11	8.10	2.17	11746.90	4.23
Unknown/Incomplete/NA	12.80	66.14	35.10	9.33	14303.80	5.15
Total Teaching Positions	19.40	100.00	376.10	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	3.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	3.10	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.40	0.90	2.7
Total Out-of-Field Teachers	1.40	0.90	2.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	78.1	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)	0.00	2.9	1.5

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As a hybrid school including homeschooling, independent studies, and online programs, Taylion High Desert Academy is vigilant in providing not only necessary textbooks in all core course and electives, but also Chromebooks for all students. Each student's individual academic program is reviewed and required learning materials are distributed. As enrollment grows, Taylion is mindful of placing orders for Chromebooks and/or curricula if a shortage is anticipated.   Additionally, leadership is aware of license renewals for all online programs and assessments (Schools PLP, Apex, Exact Path, Study Island, etc.) so each student can begin classes immediately after registration.

Year and month in which the data were collected	January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0
Mathematics			0
Science			0
History-Social Science			0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

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

School Facility Conditions and Planned Improvements

Taylion High Desert Academy consists of three physical learning centers each of which is maintained with students' safety and cleanliness as the top focus. The learning centers consist of classrooms, offices, storage rooms, and bathrooms all linked together per location. In order to enter each school, a safely buzzer is used for entrance permission. The learning centers receive deep cleaning three times per week, and the LEA is insistent on immediate repairs of any damage occurring at any of the areas.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	June 2024

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			Second AC to be installed for additional cooling.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	17	15	22	22	46	47
Mathematics (grades 3-8 and 11)	3	5	11	12	34	35

2023-24 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	417	401	96.16	3.84	14.94
Female	218	210	96.33	3.67	16.59
Male	198	190	95.96	4.04	12.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	76	72	94.74	5.26	12.68
Filipino	--	--	--	--	--
Hispanic or Latino	269	257	95.54	4.46	15.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	22.73
White	42	42	100.00	0.00	11.90
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	354	340	96.05	3.95	13.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	70	95.89	4.11	1.43

2023-24 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	419	402	95.94	4.06	4.98
Female	219	210	95.89	4.11	2.86
Male	199	191	95.98	4.02	7.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	76	72	94.74	5.26	6.94
Filipino	--	--	--	--	--
Hispanic or Latino	270	257	95.19	4.81	2.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	9.09
White	43	43	100.00	0.00	11.63
English Learners	22	21	95.45	4.55	0.00
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	356	341	95.79	4.21	4.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	69	94.52	5.48	0.00

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.28	7.48	11.64	12.43	30.29	30.73

2023-24 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	156	147	94.23	5.77	7.48
Female	90	86	95.56	4.44	4.65
Male	65	60	92.31	7.69	11.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	35	31	88.57	11.43	6.45
Filipino	--	--	--	--	--
Hispanic or Latino	99	94	94.95	5.05	6.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	9.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	126	94.03	5.97	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	24	88.89	11.11	0.00

2023-24 Career Technical Education Programs

Taylion has been focusing on supporting its students in college and career preparation and has offered several CTE courses during the past few years. Each year, the courses are reviewed and updated per the student interest and success. Currently, we are offering several selected courses through an online CTE curriculum provided by Schools PLP.
CTE Pathways Offered:
Agriculture & Natural Resources
Arts, Media and Entertainment
Business & Finance
Education, Child Development, & Family Services
Fashion & Interior Design
Health Science & Medical Technology
Hospitality, Tourism, & Recreation
Information & Communication Technologies
Public Service

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2023-24 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 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	72.1	72.1	72.1	72.1	72.1
Grade 7	57.8	59.6	59.6	58.7	59.6
Grade 9	66.8	66.8	66.8	66.8	66.8

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.

2024-25 Opportunities for Parental Involvement

Taylion values and welcomes parental and guardian input and communication. Throughout the school year, parents and guardians are given surveys for timely and specific ideas and suggestions. Communication is constant with the distribution of newsletters, Remind emails and texts, plus social media postings of the many school activities provided.

In addition to consistently seeking out feedback from all parents and guardians, Taylion also offers additional opportunities to include parent/guardians and their families in a variety of ways, Events include a Back to School festival, student awards ceremonies, Trunk or Treat Activities, participation in the Adelanto Holiday Parade, plus Community Volunteering in local activities such as Family Expo, Barnes and Nobles, and local area cleanups.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	29.4	28.4	38.8	29.4	28.4	38.8	7.8	8.2	8.9
Graduation Rate	51.5	40.9	37.8	51.5	40.9	37.8	87	86.2	86.4

2023-24 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	98	37	37.8
Female	48	26	54.2
Male	50	11	22.0
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	18	7	38.9
Filipino	0	0	0.00
Hispanic or Latino	61	25	41.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	5	35.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	12	4	33.3
Socioeconomically Disadvantaged	96	36	37.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	4	33.3

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1127	1016	390	38.4
Female	576	526	195	37.1
Male	548	487	194	39.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	224	194	77	39.7
Filipino	--	--	--	--
Hispanic or Latino	722	659	253	38.4
Native Hawaiian or Pacific Islander	11	11	8	72.7
Two or More Races	43	42	12	28.6
White	118	102	39	38.2
English Learners	70	65	25	38.5
Foster Youth	14	12	5	41.7
Homeless	40	39	22	56.4
Socioeconomically Disadvantaged	974	877	346	39.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	193	172	74	43.0

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.1	0	6.71	8.07	7.19	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.1	0	0.01	0.01	0.01	0.07	0.08	0.07

2023-24 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.

2024-25 School Safety Plan

Taylion High Desert Academy has a comprehensive safety plan which includes Emergency Preparedness (earthquake, fire, and lockdown drills) and safety inspections. This safety plan is reviewed and updated annually during the spring. Staff is trained in these emergency procedures   plus campus safety during a disaster.

2024-25 School Safety Plan

With a focus on safety for all Taylion's students, teachers take annual mandated reporter training for child abuse. Additionally, THDA recognizes the important of Mental Health Support: Students and their families are provided with Care Solace - a program that connects families in emotional/mental distress with free or low-cost intervention. Our Taylion counselor also creates monthly SEL lessons for all grade levels to support various issues and needs. Once student work is reviewed, administrators can follow up on any concerns. Our SELPA also offers Taylion's SPED students mental health counseling and occupational therapy.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	2		
6	2	18		
Other	16	4		2

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	3		
6	3	37		
Other	15	10		2

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	8		
1	1	9		
2	1	2		
3	1	4		
4	1	6		
5	1	4		
6	2	4		
Other	14	20	6	

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	3	54		
Mathematics	3	36		
Science	3	29		
Social Science	3	41		

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	3	162		
Mathematics	3	148		
Science	3	88		
Social Science	3	133		

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	4	188		
Mathematics	3	203		
Science	3	124		
Social Science	4	189	1	

2023-24 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	178

2023-24 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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$23,512	$2,887	$20,625	$59,997
District	N/A	N/A		$102,923
Percent Difference - School Site and District	N/A	N/A		-52.7
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	62.8	-46.5

Fiscal Year 2023-24 Types of Services Funded

With a focus on student learning, Taylion has developed various services to support each student in ways that provide individual learning. Tutors are available both on site and online for all students per their needs. THDA has established policies and procedures, including the development of a Multi-tiered System of Supports Team (MTSS) to assist with students who require further academic guidance. Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students. Students identified as English Learners ("EL") are provided in-class supports and accommodations based on specific student needs. Annual analysis of both ELPAC, CAASPP, and Benchmark assessments assist in determining re-designation of English Learners. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English.

College and career guidance is also provided for all students. In addition to a variety of CTE courses, Taylion's College and Career director offers student appointments for resume writing and FAFSA application support, and other senior projects. THDA also hosts on- campus College and Career Fairs with various vendors from colleges and professional pursuits. Visits to surrounding colleges are also arranged for all high school students to attend.

Student learning not only occurs in the classroom, but instructional activities occur in other non-traditional settings. Taylion's Homeschool program organizes Friday events at both educational as well as recreational venues for academic and social growth opportunities. Additionally, Taylion's independent studies provides an art class, Lego Club, and a student government/leadership program.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$62,496	$58,553
Mid-Range Teacher Salary	$93,649	$93,924
Highest Teacher Salary	$131,728	$119,489
Average Principal Salary (Elementary)	$134,100	$149,898
Average Principal Salary (Middle)	$153,025	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$231,000	$270,432
Percent of Budget for Teacher Salaries	31.26	31.93
Percent of Budget for Administrative Salaries	5.35	5.62

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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
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

Taylion High Desert Academy regards professional development as an essential ingredient in its school improvement. Instructors and staff are provided with an assortment of weekly mini-trainings plus various weeks devoted to in depth sessions. Topics include school safety, overviews and deep dives into Taylion's online programs, homeless student, Title IX, and other compliance topics, etc. This year, THDA has offered rigorous MTSS training and planning sessions for all teachers.

All new teachers participate in onboarding training that is comprised of an extensive teacher-training course. Teachers needing

Professional Development

to clear their credentials participate in an Induction program for the first two years of their career, provided by the Center for Teacher
Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	9	15