California Department of EDUCATION

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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, 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 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.

Aaron Ritter, Principal

- Principal, Taylion High Desert Academy/Adelanto

About Our School

Taylion High Desert Academy is a free public charter school serving grades K-12 with programs in Home School, Independent Studies, Online, and Blended curricula. We seek to serve K-12 students who are in need of an alternative setting in order to be

successful academically, safe emotionally, and able to achieve their other goals outside of the classroom. As a Dashboard Alternative Status School (DASS), our students have unique stories for why their needs are better met at Taylion. Whether these are extracurricular aspirations, struggles with health challenges, parenting children, etc., we work to help them succeed in their education and set goals for their lives after high school. With three locations in Adelanto and Victorville, Taylion High Desert Academy aims to bridge the academic achievement gap through a personalized learning model that prepares students to be college and career ready.

At Taylion, we C.A.R.E., and we have a deep desire for our students to become **C**ritical thinkers, **A**cademic achievers, **R**esponsible citizens, and **E**ffective communicators. In addition, we wholeheartedly believe that every child has the potential to learn, and we deeply CARE about their overall development.

Contact

Taylion High Desert Academy/Adelanto
11336 Bartlett Ave.
Adelanto, CA 92301-1948

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Email: aaron.ritter@taylion.com

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Adelanto Elementary
Phone Number	(760) 246-8691
Superintendent	Kennon Mitchell
Email Address	kennon_mitchell@aesd.net
Website	www.aesd.net

School Contact Information (School Year 2020–2021)	
School Name	Taylion High Desert Academy/Adelanto
Street	11336 Bartlett Ave.

City, State, Zip	Adelanto, Ca, 92301-1948
Phone Number	760-933-4537
Principal	Aaron Ritter, Principal
Email Address	aaron.ritter@taylion.com
Website	http://www.taylion.com
County-District-School (CDS) Code	36675870128462

Last updated: 1/29/2021

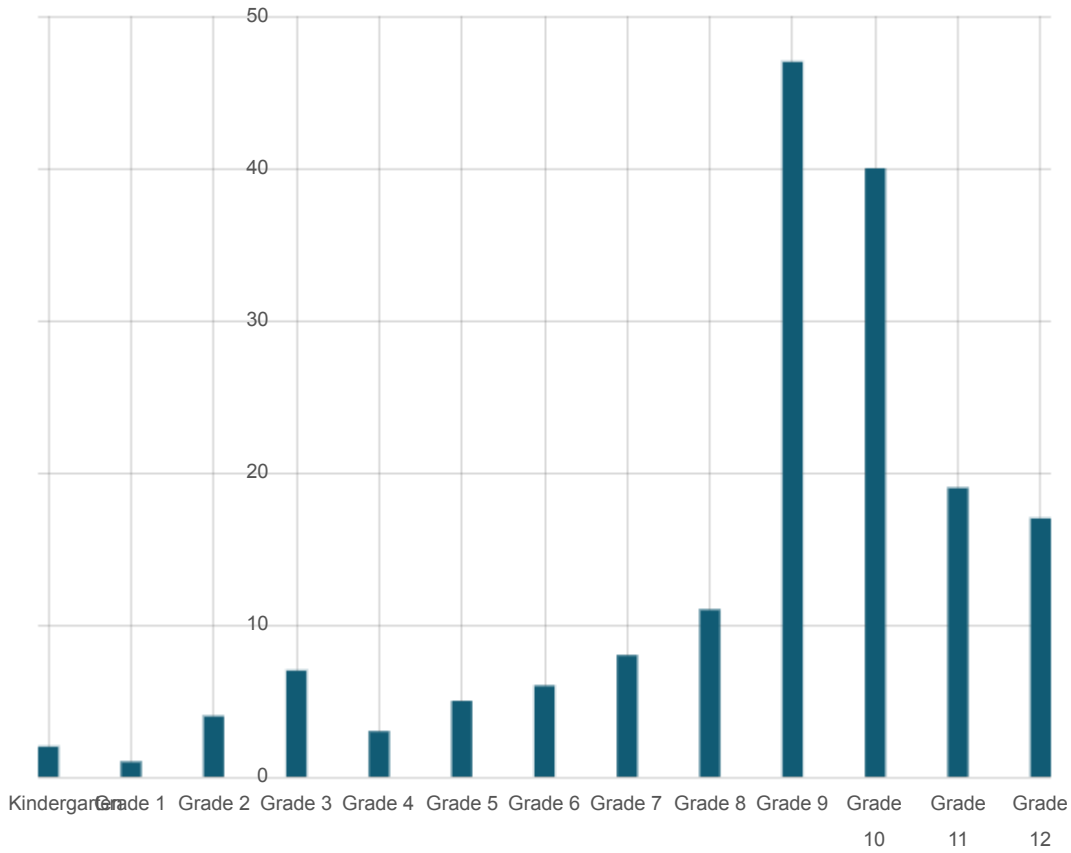## School Description and Mission Statement (School Year 2020–2021)

Mission: Taylion High Desert Academy strives to be a holistic learning environment that prepares its students for the 21st century 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. THDA strives to provide a beacon of quality education for K-12 students in need of personalized academic support.

Vision: Working with all stakeholders, 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.

Last updated: 1/29/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grad
Number of Students	2	1	4	7	3	5	6	8	11	47

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	15.30 %	%	0.60 %	0.60 %	59.40 %

| Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth
Percent of Total Enrollment	77.60 %	10.00 %	17.10 %	0.60 %

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	8	5	6	
Without Full Credential	1	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

- Teachers with Full Credential
- Teachers without Full Credential
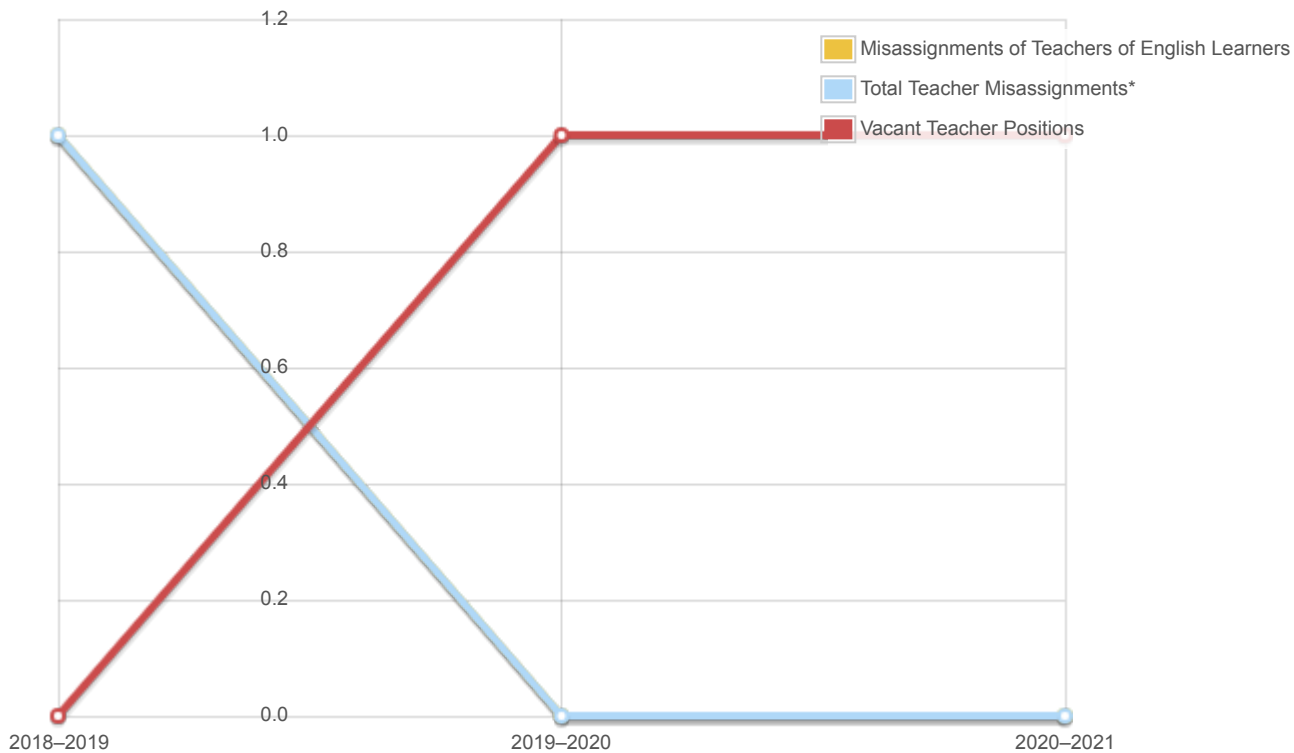- Teachers Teaching Outside Subject Area of Competence
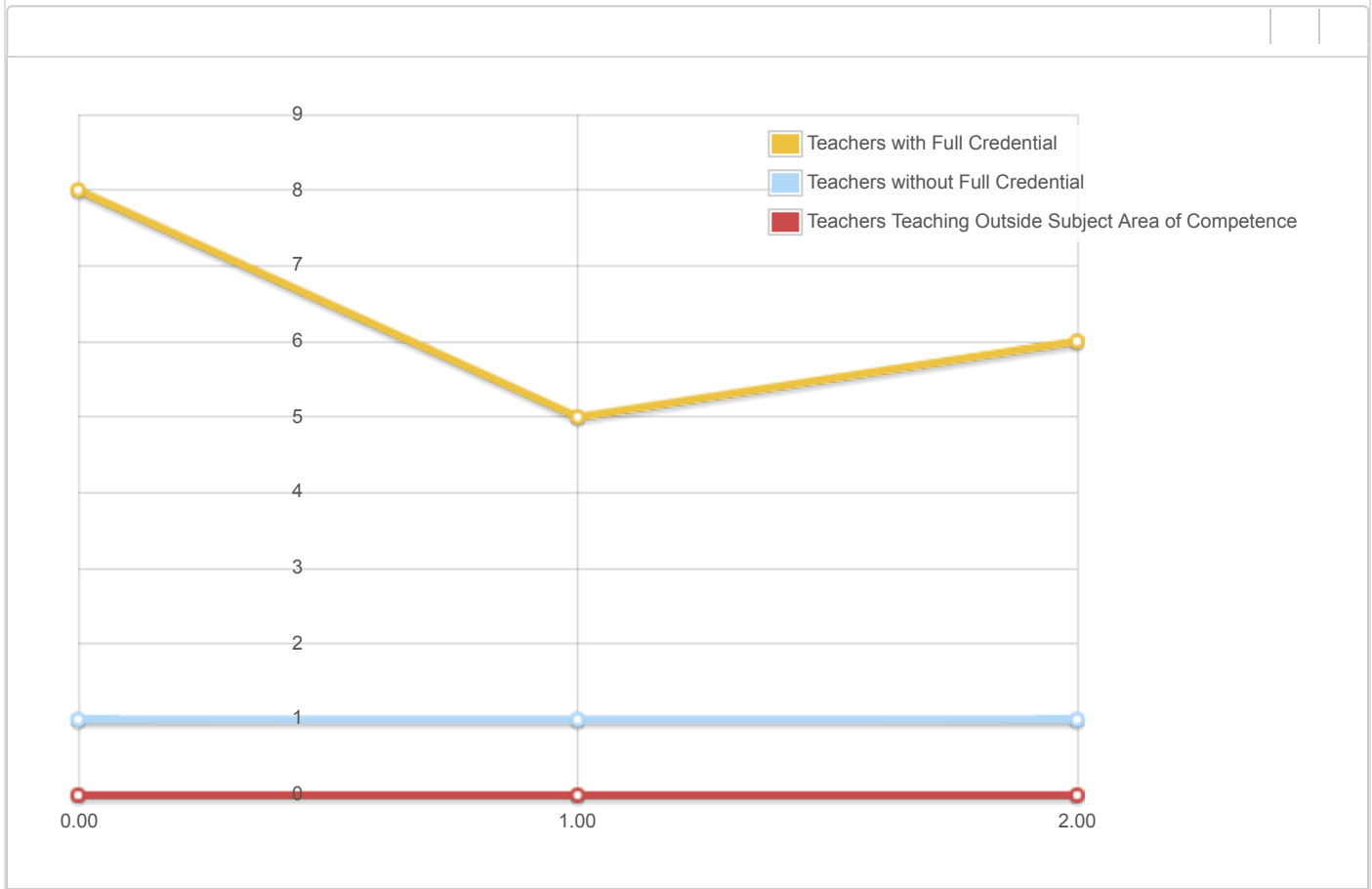
Last updated: 1/29/2021

Teacher Misassignments and Vacant Teacher Positions

School opened in 2013/2014

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	1	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2021

School Facility Conditions and Planned Improvements

Taylion High Desert Academy has three learning centers. These locations are located in Amargosa and Victorville CA. The facilities are safe, clean, and in good repair as confirmed by recent facility inspections.

Last updated: 1/29/2021

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, which 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Taylion High Desert Academy began operations in the 2013/2014 school year.

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	16.0%	N/A	28.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	5.0%	N/A	17.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: 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.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/29/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	7	N/A	11	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/29/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/29/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

As demonstrated by the unpredictability of life's occurrences, students are in need of guidance and instruction of practical skills beyond the academic. Taylion High Desert Academy is working to build opportunities for students to grow in this direction and prepare for life after high school.

THDA high school students are enrolled at each grade level in a College and Career course series that focuses on both SEL development (soft skills) as well as tools to prepare for the steps to both college and/or a career.

Taylion Academy is additionally building a CTE program to meet the specific needs of its student population which currently includes:

- Business and Finance

- Family and Child Development

Last updated: 1/29/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/29/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	96.75%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 1/29/2021

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

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/29/2021

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Taylion High Desert Academy was established by educators, business leaders, and parents to meet a need for a school that would tailor an educational system for students in grades K-12 in California's High Desert. One of THDA's key values is an open and transparent communication between all stakeholders. Taking the current challenges into account, the school is connecting with their parents using the following tools:

Surveys- THDA uses surveys to monitor the effectiveness of the school's programs - especially during these times of Covid and the limitations it presents. Administration and teachers are regularly seeking feedback concerning the new online programs being implemented as well as on the emotional impacts on the students.

Parent Square - THDA uses a program that can communicate with its families via phones, computers, and other devices. Parents receive posts from the school and can offer their reactions and input for fluid communication.

Parent Advisory Committee - THDA is organizing a parent advisory committee (PAC) to regularly meet virtually (and physically once it is safer) to provide feedback to school administrators. The administration will regularly seek recommendations on program elements to combat any learning loss and general efforts to build a supportive school culture.

Last updated: 1/29/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	50.40%	36.80%	55.60%	47.20%	43.90%	61.50%	9.10%	9.60%	9.00%
Graduation Rate	24.00%	24.60%	34.30%	37.30%	31.70%	29.90%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
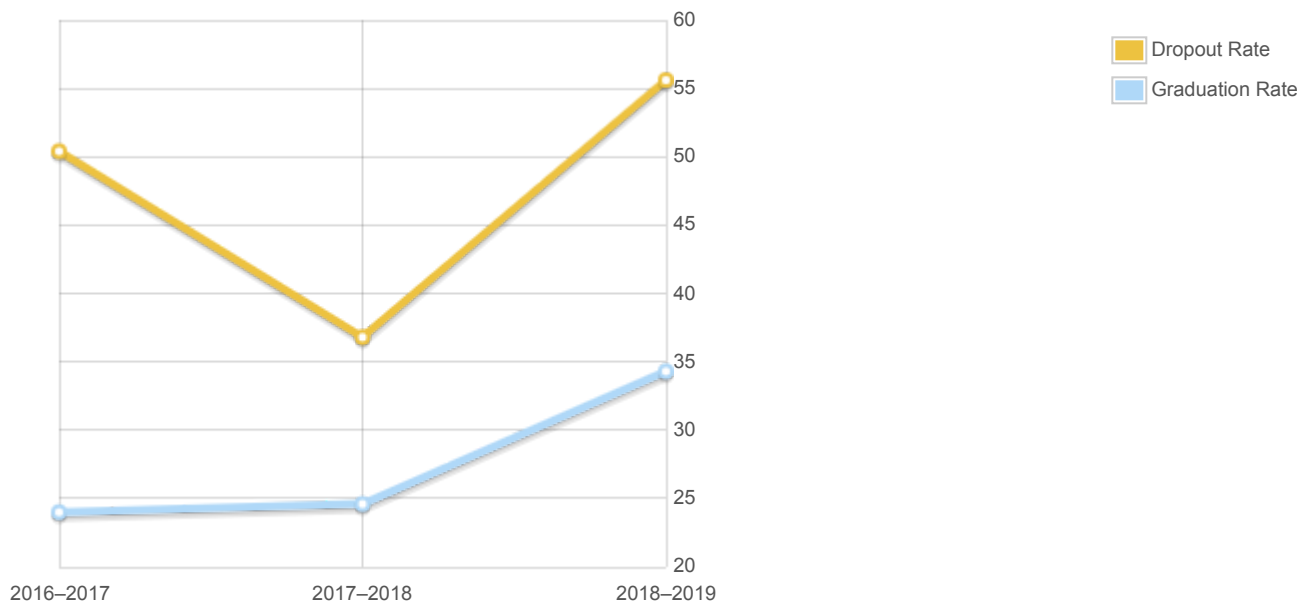
Last updated: 1/29/2021

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
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.00%	0.00%
School 2018–2019	0.00%	0.00%
	6.40%	0.10%
District 2017–2018	6.70%	0.00%
District 2018–2019	3.50%	0.10%
	3.50%	0.10%
State 2017–2018		
State 2018–2019		

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--
	2.50%	0.10%
State 2019–2020		

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/29/2021

School Safety Plan (School Year 2020–2021)

Taylion High Desert Academy has a comprehensive safety plan which includes Emergency Preparedness, Safety Inspections, and on-going Fire Drills. Since the plan is annually updated, the following Covid safety measures have been included:

- **Physical Distancing**: Distancing between teachers, staff, students, and parents of 6ft or more is required. When that is not possible, plexiglass shields are placed between teachers and students.

- **Face Coverings and Other Essential Protective Gear**: Face-covering requirements are enforced for staff and students.

- **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizers have been made. Additionally, sites are frequently sanitized.

- **Identification:** Reporting of Covid cases and potential exposures will be distributed.

- **Mental health crisis intervention**: Students and their families are provided with Care Solace - a program that connects families in emotional/mental distress with free or low-cost intervention. Additionally, SELPA offers our SPED students mental health counseling and occupational therapy.

Last updated: 1/29/2021

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	19.00	19.00	15.00	2.00
Number of Classes * 1-22	13	7	8	21
Number of Classes * 23-32	1	1	2	
	7	3	2	

Number of Classes * 33+

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	8.00	7.00	10.00	6.00
Number of Classes * 1-22	51	30	17	44
Number of Classes * 23-32	3	1	1	4
	5		2	2

Number of Classes * 33+

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	7.00	9.00	4.00	3.00
Number of Classes * 1-22	20	14	20	37
Number of Classes * 23-32	2	2		

Number of Classes * 33+

* Number of classes indicates how many classrooms 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.

Last updated: 1/29/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	170.00

*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.

Last updated: 1/29/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	1.00

*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.

Last updated: 1/29/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14958.90	$752.10	$14206.80	$57077.99
District	N/A	N/A	--	$82719.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	$84183.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2021

Types of Services Funded (Fiscal Year 2019–2020)

- Special Ed Program: Funding is provided through the Desert Mountain SELPA.

- State Lottery Funding: Funding provided by the state lottery board for textbook purchases and other educational materials for students

- LCFF/EPA/ILPT: State funding and local property tax funding to support the entire program of the school, ie teacher salaries, facility usage, curriculum
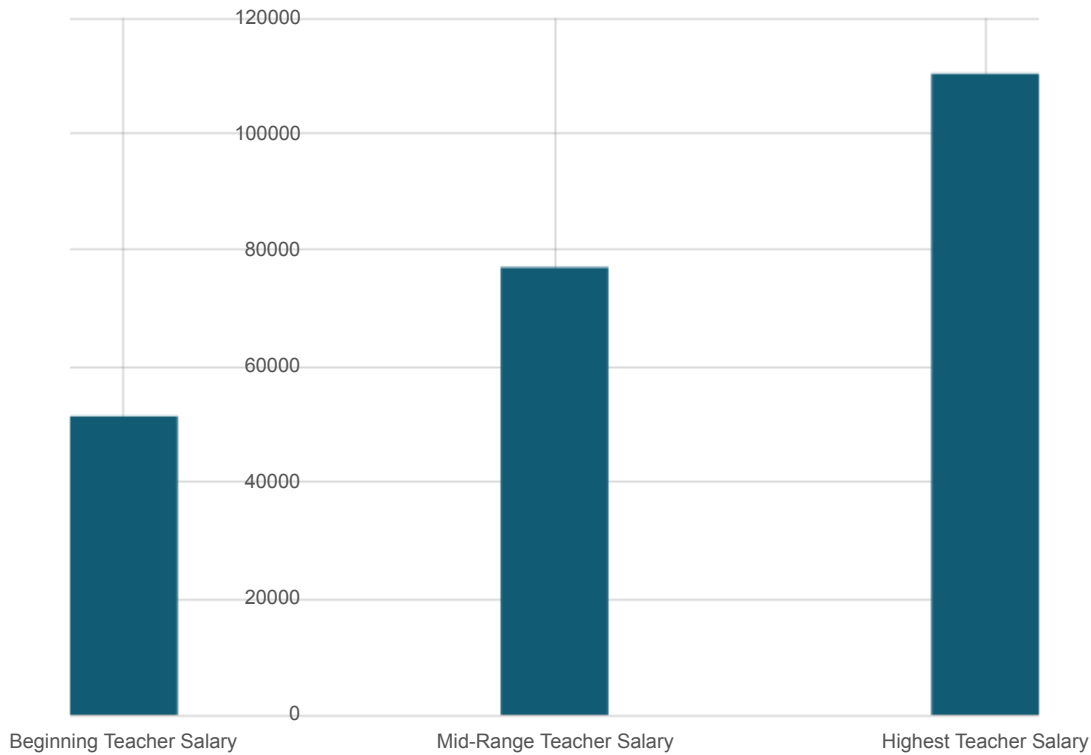
Last updated: 1/29/2021

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,431	$51,004
Mid-Range Teacher Salary	$77,067	$82,919
Highest Teacher Salary	$110,404	$104,604
Average Principal Salary (Elementary)	$126,873	$131,277
Average Principal Salary (Middle)	$129,603	$136,163
Average Principal Salary (High)	$	$128,660
Superintendent Salary	$210,000	$230,860
Percent of Budget for Teacher Salaries	33.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Average Principal Salary (Elementary)   **Average Principal Salary (Middle)**   **Average Principal Salary (High)**
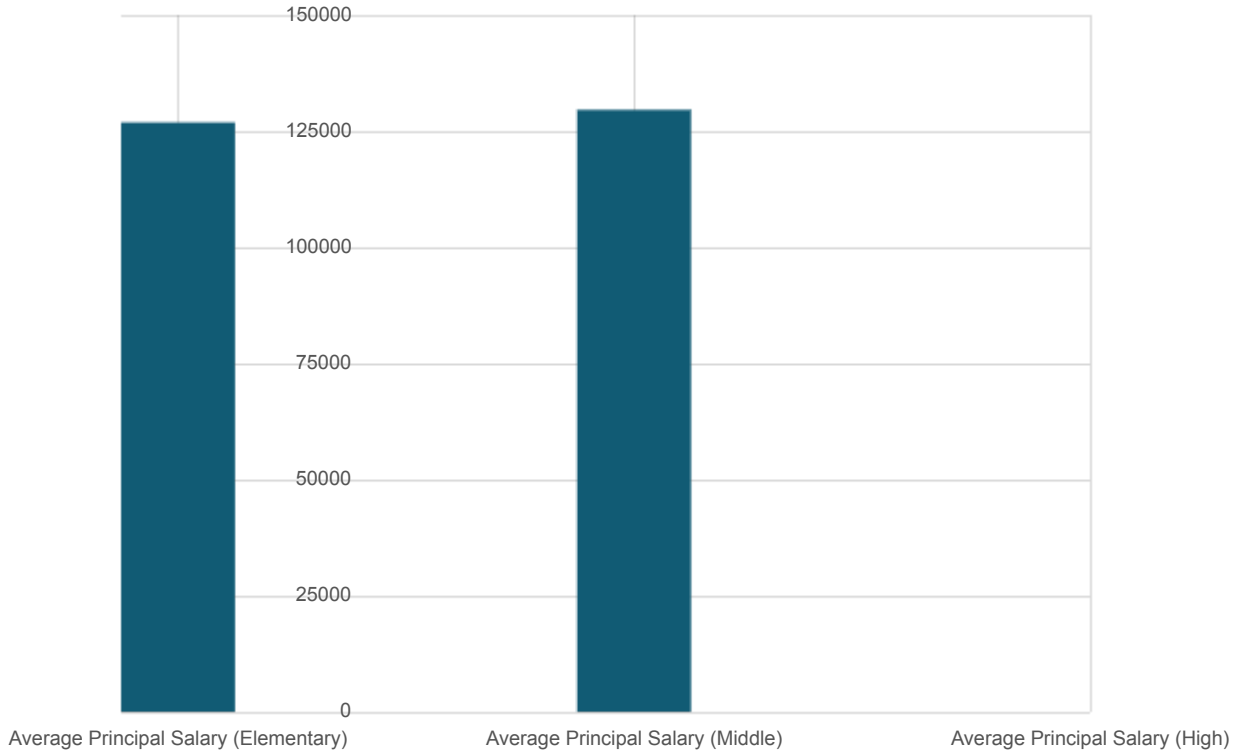
Last updated: 1/29/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	5	8

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
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Sacramento, CA 95814