Taylion High Desert Academy/Adelanto
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	11336 Bartlett Avenue Suite 9 Adelanto, CA , 92301-1948	**Principal:**	Brenda Congo
Phone:	(760) 933-4537	**Grade Span:**	K-12

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 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.

About This School

Brenda Congo

📍 Principal, Taylion High Desert Academy/Adelanto

About Our School

Taylion Academy is a free TK-12 public charter school that welcomes students and families seeking an alternative setting and format that meet their needs. Taylion serves students in grades TK-5 in our online or in-person homeschool program, which provides a collaborative effort between families and teachers in supporting student learning. Students in grades 6-12 participate in the independent studies program online or in-person which allows students the opportunity to work at their own pace with support and guidance for steady progress. High School students receive a credit evaluation upon enrollment, which is a roadmap to graduation monitored by teachers and counselors until completion. Taylion provides 9-12 grade students support through opportunities for credit recovery, accelerated learning, and remaining on track to graduation. Taylion provides college and career readiness support, social emotional learning opportunities, intervention support and remediation, and individualized learning by focusing on the whole child. Taylion provides a nurturing environment following the Schoolwide Learning Outcomes of C.A.R.E. in developing Critical Thinkers, Academic Achievers, Responsible Citizens, and Effective Communicators. Taylion truly cares about each unique student and their progress towards their personalized continuation goals after successfully earning their high school diploma.

Contact

Taylion High Desert Academy/Adelanto
11336 Bartlett Avenue Suite 9
Adelanto, CA 92301-1948

Phone: (760) 933-4537
Email: brenda.congo@taylion.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Adelanto Elementary Unified School District
Phone Number	(760) 843-6622
Superintendent	Krause, Michael
Email Address	michael_krause@aesd.net
Website	

School Contact Information (School Year 2022–23)

School Name	Taylion High Desert Academy/Adelanto
Street	11336 Bartlett Avenue Suite 9
City, State, Zip	Adelanto, CA , 92301-1948
Phone Number	(760) 933-4537
Principal	Brenda Congo
Email Address	Taylioned@taylion.com
Website	www.taylion.com
County-District-School (CDS) Code	36675870128462

Last updated: 1/23/23

School Description and Mission Statement (School Year 2022–23)

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 home school 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 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: 1/23/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	10
Grade 1	9
Grade 2	10
Grade 3	4
Grade 4	11
Grade 5	4
Grade 6	12
Grade 7	24
Grade 8	21
Grade 9	44
Grade 10	44
Grade 11	34
Grade 12	11
Total Enrollment	238
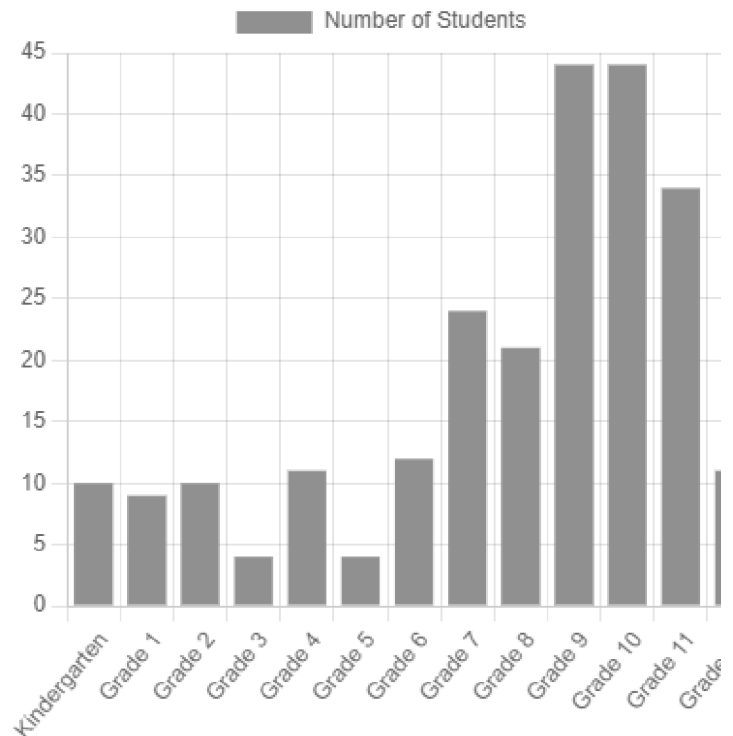
Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/23/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	45.80%
Male	54.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.60%
Foster Youth	0.00%
Homeless	1.30%
Migrant	0.00%
Socioeconomically	89.10%

Student Group	Percent of Total Enrollment
Asian	0.40%
Black or African American	14.30%
Filipino	0.40%
Hispanic or Latino	69.30%
Native Hawaiian or Pacific Islander	3.80%
Two or More Races	2.50%
White	8.80%

Student Group (Other)	Percent of Total Enrollment
Disavantaged	
Students with Disabilities	16.40%

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

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.40	
Total Out-of-Field Teachers	1.40	

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

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 textbooks if a shortage is anticipated.   Additionally, leadership is aware of license renewals for all online programs (Apex Learning, Flex Point, Exact Path, BASE, ST Math, etc.) and assessments (Renaissance STAR) so each student can begin his/her classes immediately after registration.

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 Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/26/23

School Facility Conditions and Planned Improvements

Taylion High Desert Academy consists of three physical sites each of which are maintained with students' safety and cleanliness as the top focus. The sites 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 sites receive deep cleaning three times per week, and the LEA is insistent on immediate repairs of any damage occurring at any of the sites.

Last updated: 1/26/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Foul smell came from
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Cleaning service comes three times a week for deep cleanings.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No water fountains - provide students with bottled water.
Safety: Fire Safety, Hazardous Materials	Good	Currently, no hazardous materials and each room has a fire extinguisher.
Structural: Structural Damage, Roofs	Fair	Minor leak in roof of storage room which has been fixed, but a sagging ceiling tile is needing replacement.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	One bathroom door was dragging on the floor but has been repaired.

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

| Overall Rating | Exemplary |

Last updated: 1/26/23

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	19%	N/A	23%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	5%	N/A	11%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/24/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	249	236	94.78	5.22	18.86
Female	126	120	95.24	4.76	22.03
Male	123	116	94.31	5.69	15.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	45	40	88.89	11.11	11.43
Filipino	--	--	--	--	--
Hispanic or Latino	160	155	96.88	3.12	18.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	16.67
White	21	20	95.24	4.76	27.78
English Learners	19	18	94.74	5.26	0.00
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	184	94.36	5.64	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	8.33

Note: 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.
Note: 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.
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 Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	239	94.84	5.16	4.70
Female	128	122	95.31	4.69	3.33
Male	124	117	94.35	5.65	6.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	45	40	88.89	11.11	2.78
Filipino	--	--	--	--	--
Hispanic or Latino	162	157	96.91	3.09	5.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	7.69
White	21	20	95.24	4.76	0.00
English Learners	19	18	94.74	5.26	5.56
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	186	94.42	5.58	3.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	93.75	6.25	3.57

Note: 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.
Note: 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.
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.

Last updated: 1/23/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)			NT		28.5	29.47

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

Last updated: 1/30/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	64	86.49	13.51	6.35
Female	40	37	92.50	7.50	2.70
Male	34	27	79.41	20.59	11.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	11	84.62	15.38	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	46	42	91.30	8.70	9.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	46	86.79	13.21	4.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.

Last updated: 1/23/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%

UC/CSU Course Measure	Percent
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/30/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	50%	50%	50%	50%	50%
7	58.9%	58.9%	58.9%	58.9%	58.9%
9	53.2%	53.2%	53.2%	53.2%	53.2%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: 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.

Last updated: 1/25/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 open and transparent communication between all educational partners. Taking the various 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 concerning the impact of that Covid has had on all students. 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.

Taylion Advisory Committee - THDA has organized a parent/guardian advisory committee (TAC) to meet remotely monthly to provide feedback to school administrators. The administration regularly seeks recommendations on program elements to combat any learning loss and general efforts to build a supportive school culture.

Taylion Events - THDA welcomes the support of parent/guardians during various club events such as student government, art club, and robotics club.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	56.5%	69.0%	29.4%	58.4%	69.0%	29.4%	8.9%	9.4%	7.8%
Graduation Rate	24.6%	31.0%	51.5%	22.1%	31.0%	51.5%	84.2%	83.6%	87.0%
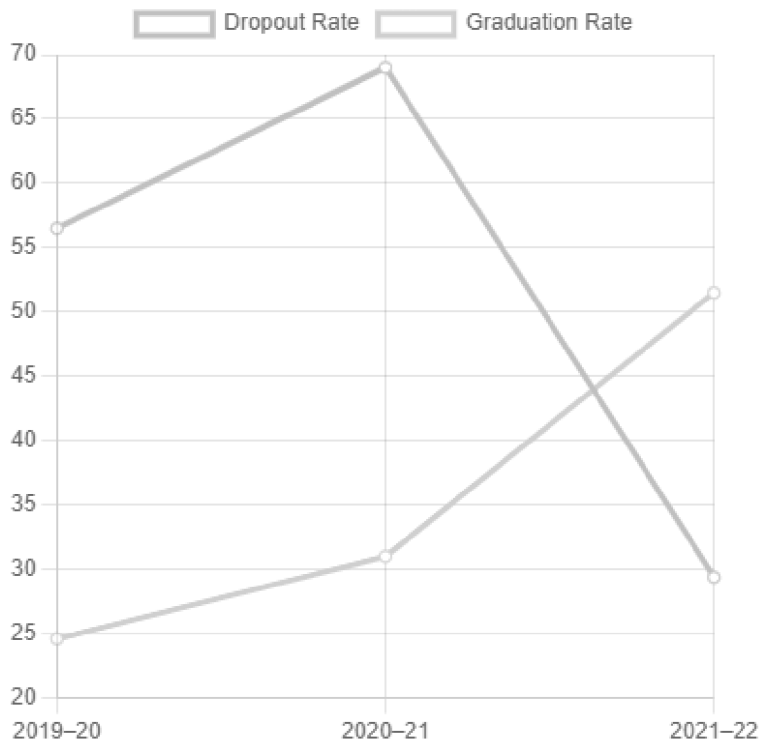
Last updated: 1/27/23

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	35	51.5
Female	30	20	66.7
Male	38	15	39.5
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	13	7	53.8
Filipino	0	0	0.00
Hispanic or Latino	40	21	52.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	12	5	41.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	64	32	50.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	20	9	45.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/27/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	573	515	182	35.3
Female	277	247	79	32.0
Male	296	268	103	38.4
American Indian or Alaska Native	1	1	0	0.0
Asian	2	1	0	0.0
Black or African American	112	97	40	41.2
Filipino	3	3	0	0.0
Hispanic or Latino	364	332	111	33.4
Native Hawaiian or Pacific Islander	9	9	6	66.7
Two or More Races	24	23	9	39.1
White	54	45	14	31.1
English Learners	43	37	12	32.4
Foster Youth	8	6	3	50.0
Homeless	12	8	5	62.5
Socioeconomically Disadvantaged	503	451	164	36.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	70	25	35.7

Last updated: 1/27/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.32%	4.91%	2.45%
Expulsions	0.00%	0.10%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.02%	6.71%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/27/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

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

Last updated: 1/27/23

School Safety Plan (School Year 2022–23)

Taylion High Desert Academy has a comprehensive safety plan which includes Emergency Preparedness (earthquake, fire, and lockdown drills) and safety inspections.

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. Grades 6 - 12 are also assigned an SEL course under the company, Edmentum, entitled BASE. This online program sends emails to administrators indicating a student's use of "fire words"

(words alerting potential danger to the student or others). Once reviewed, administrators can follow up on any concerns.

Additionally, SELPA offers our SPED students mental health counseling and occupational therapy.

Last updated: 1/31/23

D. Other SARC information

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 (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	1		
1	2.00	1		
2	2.00	2		
3	4.00	2		
4	2.00	2		
5	2.00	3		
6	3.00	2		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	5.00	6		
1	8.00	1		
2	2.00	8		
3	2.00	8		
4	3.00	8		
5	4.00	8		
6	3.00	16		
Other**	10.00	8	1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	2		
1				
2				
3				
4				
5				
6	2.00	18		
Other**	16.00	4		2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	20	2	
Mathematics	9.00	14		2
Science	4.00	20		
Social Science	3.00	37		

* 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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	55		
Mathematics	5.00	26		
Science	4.00	23		
Social Science	3.00	45	1	

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	54		
Mathematics	3.00	36		
Science	3.00	29		
Social Science	3.00	41		

* 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: 1/27/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	238.00

* 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: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.00

* 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: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$88821.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	$87271.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2021–22)

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54044.00	$52640.75
Mid-Range Teacher Salary	$80983.00	$83981.39
Highest Teacher Salary	$115912.00	$107521.97
Average Principal Salary (Elementary)	$132312.00	$136246.56
Average Principal Salary (Middle)	$138492.00	$142247.57
Average Principal Salary (High)	$0.00	$139199.00
Superintendent Salary	$220000.00	$242165.89
Percent of Budget for Teacher Salaries	34.77%	34.07%
Percent of Budget for Administrative Salaries	6.10%	5.47%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
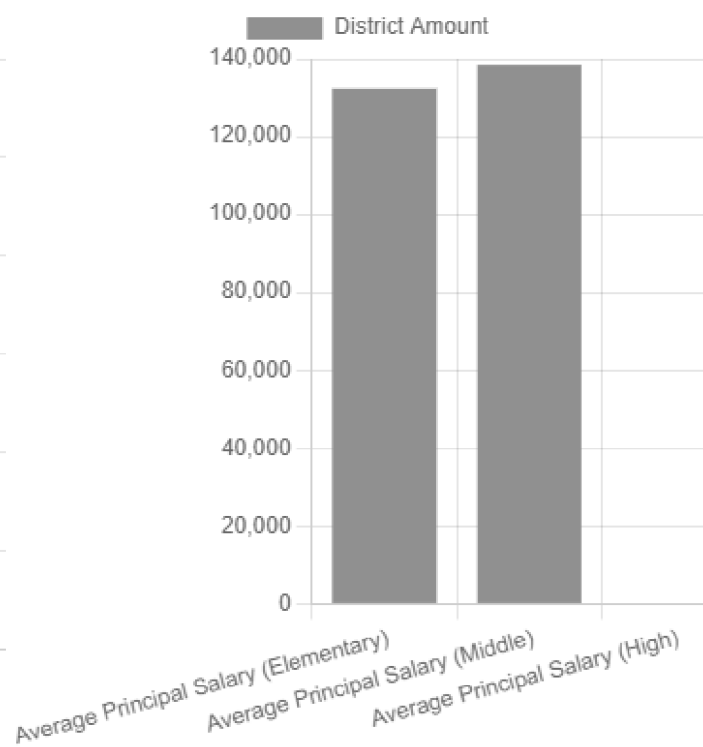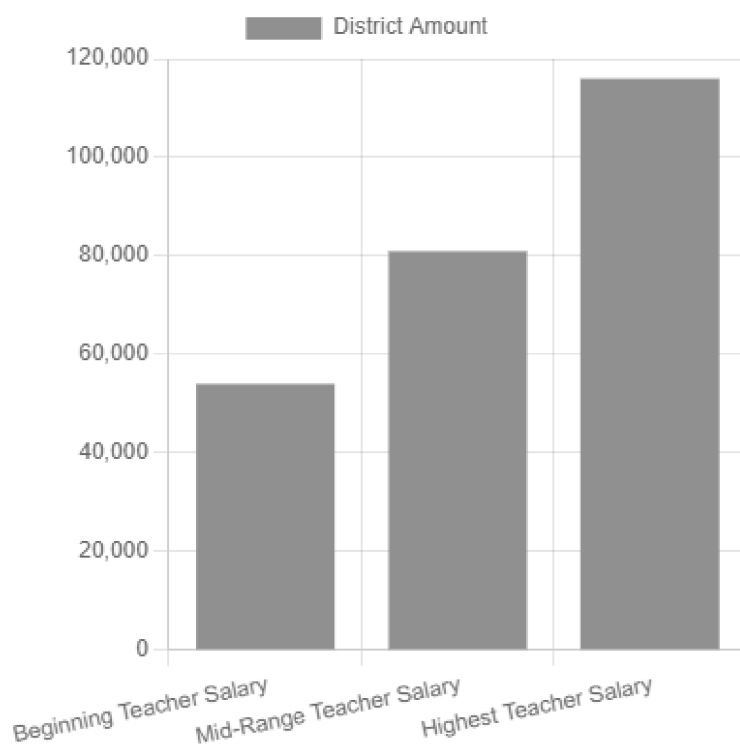
Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	2
Social Science	3
Total AP Courses Offered*	12.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/31/23

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 each Friday and various weeks devoted to in depth sessions. Topics include school safety, overviews and deep dives into Taylion's online programs, homeless student and other compliance topics, etc.

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	7

Last updated: 1/31/23